



Estd.2000



(Second Edition)

INSTRUCTION MANUAL FOR ACADEMIC PROCESSES

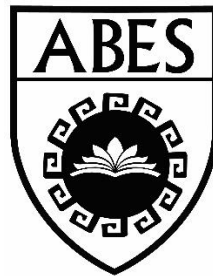
(Effective from Session: 2020-21)

ABES Engineering College

College Code 032

ABES ENGINEERING COLLEGE, GHAZIABAD
College Code 032

INTERNAL QUALITY ASSURANCE CELL
(IQAC)



Estd. 2000

Instruction Manual for Academic Processes
(Second Edition)

Effective from Session 2020-21



ABES ENGINEERING COLLEGE, GHAZIABAD

Estd. 2000

VISION

To take ABES Engineering College to such a level that, it is at par with the leading institutions of the world in providing leadership to the International education system and be amongst the top rated institutions of the world by providing a transformative education to create leaders and innovators embedded in traditional Indian values.

MISSION

To create an ambience for a healthy teaching learning process.

To nurture students and infuse in them:

- A passion to excel professionally
- A spirit to be of utmost use to the industry, corporate sector and society at large -An intense desire to take on challenging responsibilities and leadership roles.
- A craving to be wholesome good human beings.

To develop an environment for creating new knowledge through research and by thriving to explore innovative ideas.



ABES ENGINEERING COLLEGE, GHAZIABAD

Estd. 2000

QUALITY POLICY

To continuously thrive to provide a congenial and wholesome academic environment and a healthy culture for faculty, staff and students which would motivate teachers' full participation with passion and develop an intense desire in the students to acquire comprehensive education and hence become a useful and confident human resource for the industry and academia.

CORE VALUES

Every individual of the institute is expected adhere to following value system-

Respect – We treat people the way we want to be treated

Integrity – We believe in doing things right when no one is watching

Accountability – We take full responsibility of our actions and are accountable for them

Transparency – We communicate openly amongst ourselves and all our stakeholders to avoid any misconception

Excellence – We endeavour to think out-of-the-box and deliver maximum value to all our stakeholders



Estd. 2000

ABES ENGINEERING COLLEGE, GHAZIABAD

ABOUT INTERNAL QUALITY ASSURANCE CELL (IQAC)

As per the NAAC guidelines, every accredited institution has to have an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC becomes an integral part of the institution's system. It is supposed to work towards realization of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of the institution. The IQAC at ABESSEC was established in 2014 to strive for the betterment of academic processes and the administrative setup. The prime responsibility of IQAC is to initiate, plan and supervise various activities which are necessary to increase the quality of the education at large.

Objective

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Strategies

IQAC evolve mechanisms and procedures for

- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks
- The relevance and quality of academic and research programmes
- Equitable access to and affordability of academic programmes for various sections of society
- Optimization and integration of modern methods of teaching and learning
- The credibility of evaluation procedures
- Ensuring the adequacy, maintenance and proper allocation of support structure and services
- Sharing of research findings and networking with other institutions in India and abroad

FOREWORD

It is heartening to write the foreword for this manual, as I have always been a believer of paced yet systematic and well oriented approach to the goal. ABESEC as a family has always been striving for the academic excellence and that too with precise goals and objectives. Now a days, this process is coined as OBE; 'Outcome Based Education'. It's a common saying, "Goal without a plan, is just a wish" so planning your approach is must before actual execution. The processes at ABESEC are well defined because of the efforts put in past. Collaborative discussions and years of empirical knowledge, through these processes have been put for the benefit of the students.

This manual is a comprehensive summary of all the academic processes followed at ABESEC. The Manual introduces the quality assurance and quality enhancement mechanisms of the institutes' education provision, and its policies and procedures to enhance teaching and the student learning experience.

Adherence to the manual will not only, bring uniformity amongst all departments in the institute but will also contribute to the development of documents which will themselves be sufficient enough for accreditation processes in future. Although lot of discussions and suggestions have been put incorporated developing the manual, this may not suffice for unprecedented situation in future, the same shall be duly addressed by amendments, as and when best suited to situation.

I hope that this manual strengthens ABESEC family to achieve the excellence , in terms of quality assurance in education and help our students achieve the milestones they ever dreamt.

Thank You!!!!

JUNE, 2020
Ghaziabad

(Dr. Shailesh Tiwari)
IQAC, Chairman ABESEC

TABLE OF CONTENTS

S.No.	Activity Name	Page No.
1.	Academic Calendar	1
2.	Preparation of Nominal roll, Attendance Sheets and formation of sections/groups	2
3.	Choice of Electives (Open/Departmental/Science based)	2
4.	Course allocation to faculty members	3
5.	Load chart and Time table preparation	3
6.	Mentor-Mentee distribution	4
7.	Course Delivery (Online / Offline class)	5
8.	Course file development	6
9.	Lab delivery	6
10.	Lab file development	9
11.	Seminar Conduction	9
12.	Final Year Projects	10
13.	Industrial Training	12
14.	Monitoring of class delivery	14
15.	Attendance Monitoring of students	15
16.	Preparing Detained List	16
17.	Syllabus coverage	16
18.	Feedback & Surveys through stake holders	16
19.	Setting up question paper	18
20.	Conduction of internal examinations	18
21.	Dealing with the UFM cases	19
22.	Evaluation of answer scripts	20
23.	Slow and advanced learners	18
24.	Internal assessment and Uploading of marks on AKTU Portal	21
25.	Industrial Visits	22
26.	Guest Lectures	22
27.	CO-PO Attainments	23
28.	Departmental Academic Committee	25
List of Annexures		
Annexures		

1. 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 has a huge impact on the outcomes. The academic calendar is prepared at the commencement of each semester (Jan/July). 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:

- **Registrar** to request all the departments 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 registrar is requested to prepare the first draft and discuss it with the Director/ Dean Academics/ Assistant Dean Academics.
- While 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.
- Registrar to convene a meeting in the presence of the Director and Deans, with all the Academic Heads, Vertical Heads, Functional Heads & the management representatives; 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.
- All academic and Non-academic departments are to ensure proper adherence to the academic calendar.

Once the academic calendar is finalized, approved and disseminated, no change is permitted. However, In case of any unprecedented circumstances, natural calamity or a sudden holiday, the Director can warrant the change.

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

The departments shall prepare the nominal roll (***Annexure-I***). The nominal roll then shall be shared and verified with the registrar office. After finalization the departments are required to prepare attendance sheets (***Annexure-II***). The division of sections are formed alphabetically, each section having approximately 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 as per university roll number. For odd number of students, the group A should have one more student compared to group B. (e.g. For section having 59 students, group A of tutorial will have 30 students while group B will have 29 students.)

Labs: Groups to be formed as per roll number, in a multiple of 20 students and one faculty member is to be assigned for each lab group. In case the lab is highly occupied, group size can be exceeded to 30; provided that two faculty members are assigned for each group.

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

The attendance sheets are to be prepared as per ***Annexure-II***. The attendance sheets should be shared with all the faculty members at least 3 days prior to the commencement of the semester.

3. 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 from AKTU. 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 elective choices shall be taken as per the format in **Annexure III (A)**.

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 and mailed to the students. The attendance sheets of the elective groups are also prepared accordingly.

The students shall be allowed to change their electives as per the ordinance of the University i.e. latest by 15 days from the commencement of the semester. After 15 days, no request shall be entertained and the list is to be finalized (**Refer Annexure III (B)**).

4. 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; one month before the commencement of the new semester.

- The faculty members have to fill the subject choices as per their preferences (**Refer Annexure IV**).
- HoD in consultation with AHoD will allot the subjects to the faculty members, based upon the filled choices.
- Subject allocation process should be completed at least 10 days prior to the commencement of the new semester.

5. Load chart and Time table preparation

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

- After approval, 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 Academic Head 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 academic head(**Refer Annexure VI**).
- After the approval, time table coordinator will publish the same on ERP, 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.

6. 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 (**Refer Annexure-VII**). The 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 skill and technical skill trainings, counselling records, placements, etc

The mentors are expected to meet their mentees every week or maximum fortnightly. Departments may provide a Mentor-mentee slot in the timetable itself to ensure better communication and connect. The records of Mentor-mentee meeting are to be documented properly.

7. Course Delivery (Online / Offline class)

Being affiliated to Dr. A.P.J. AKTU Lucknow, the semester wise evaluation scheme and syllabus for every program is designed and reviewed 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 delivery may be held offline or in online mode subject to the discretion of the director. The course delivery plan should be prepared before the commencement of classes and tentative mode of delivery is also to be mentioned in same.

Online Delivery:

The classes for various departments should be held preferably through Microsoft Teams. Also a LMS such as ABHIGYAN, OLYMPUS or as specified by the Institution must be taken into practice for administration, documentation, tracking, reporting, and delivery of the course.

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. The recording of the lecture is also to be shared with the students. The link of every recording may be saved centrally for future use through a well-defined process at the departmental level.
- Make the class interactive by asking questions to students and take sufficient quizzes and assignments for better assessments.

Offline Delivery:

The classes are to be held in the designated classrooms/tutorial rooms as per the class timetable. Also a LMS such as GOOGLE CLASSROOM, ABHIGYAN, OLYMPUS or as specified by the Institution must be used for administration, documentation, tracking, reporting.

Faculty members are expected to :

- Start & Finish the lecture as per the scheduled time.
- Take attendance in every lecture and as a process, the same should be marked on institute ERP on daily basis.
- To share the contents related to the topic being discussed, with students a day or two days before the scheduled class, 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.

8. 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 (***Refer Annexure VIII***).

The course files are to be reviewed by the course file committee, formed at the department level, at least twice during the semester. Once the semester is over, the course files must be submitted at the HoD office after being reviewed by the course file committee.

9. 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. The updated manuals are to be mailed to the student groups for the future reference. **(Refer Annexure IX(B))**
- **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; consented through the departmental academic committee (DAC).
- **Division of Groups-**The entire class is to be divided into 2 to 3 groups, depending upon the total strength of the class. The lab involving the sessions on hardware/ practical kits can comprise a total of about 20 students, further divided into sub-groups having a maximum of 04 students. The software-based labs being an individual activity, can comprise a total of about 30 students.
- **LabDS (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 groupwise. The students are advised to go through the manual of the scheduled experiments before coming for the lab session. **(Refer Annexure IX(C))**
- **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 experiments, the instructor shall explain the algorithm / command instructions with some arbitrary data to obtain the results.
- After the instructions of the instructor, the students shall perform the experiment to obtain 3-5 observations and try to achieve the results with the explained procedure

under the supervision of the instructor. 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 pic 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 is 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. However, the internal assessment policy is as follows:
 - Each practical is of **16 Marks**, and evaluation is done on the four criterions namely Attendance, Active Participation, Lab results and Intime submission. All criterions have equal weightage (4 Marks) in the evaluation. A Matrix is to be maintained by the faculty member for each student and each group(**Refer Annexure IX(D)**).
 - **Attendance-** The student attending the practical class shall be awarded 04 Marks, no partial marking system in this criterion exists. If the student is present for the full duration he/she is awarded 4 Marks, else ZERO marks shall be awarded.
 - **Active Participation-** At the end of each practical the student is assessed by the faculty member on the scale of 04 marks, on the basis of their active participation.
 - **Lab Results-** After each practical, A practical report is to be evaluated, out of 4 marks, for the accuracy of the readings, calculation and results obtained.
 - **Intime Submission-** The lab report has to be submitted by the student for the assessment till the next lab session. For the in-time submission 04 marks shall be awarded. If the submission is delayed by one day 03 marks shall be awarded. In any further delay only 01 mark shall be awarded. ZERO MARKS SHALL BE AWARDED IF SUBMISSION IS DELAYED BY ONE WEEK.

- During each lab course, there has to be TWO VIVAS, one during the semester; preferably after 5 experiments called MID TERM VIVA (MTV) and one at the end of the semester; called END TERM VIVA (ETV). The student has to be evaluated out of 20 Marks for each viva individually.
- Total Evaluation: $(16 \times 10 = 160) + (20 \times 2 = 40) = 200$ marks, which are then scaled down to get the final internal marks of the student.
- Under any condition, moderation is not allowed but the faculty is empowered to put the case of any discrepancy, including the medical issues/ genuine personal reasons leading to the students' poor performance; to the HoD Decision.

10. Lab file development

The Lab In charge and the instructors together are required to develop a lab course file for the respective labs they are engaged with. The preparation of the lab course file shall be initiated before the commencement of the semester. There should be one lab file for each course. The group wise details/documents may be included in the single course file for every lab. The Index and details of lab course file should be maintained as per the format. **(Refer Annexure IX(A))**

The lab course files are to be reviewed by the Lab In-charge/course file committee, formed at the department level , at least twice during the semester. Once the semester is over, the lab course files must be submitted to the HoD office; duly reviewed by the course file committee/Lab In-charge.

11. 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 onus 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 noticeboard 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.

It is to be noted that steps 1-5 need to be completed within 15 days of commencing the semester.

Rubrics to be used for the Evaluation process of Seminar Presentation and report.

12. 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 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.

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

1. Constitution of a Departmental Project Committee (DPC) comprising of the DPC Head & senior faculty members. 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.
2. 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.
3. Encourage participation in National and International conferences, Tech fests and project exhibitions.

4. Personal mentoring and guidance by the project supervisor throughout the span of the project.
5. Scope must be explored for publishing eligible research results in the reputed journals.

Identification of Projects and allocation Methodology to the Faculty Members

1. 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.
2. 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.
3. Once mutually decided between faculty and students, the student group of not more than four members have to submit their project statement to Departmental Project Committee, along with the name of the proposed supervisor in the prescribed format. **(Refer Annexure X (A)).**
4. The Departmental project committee would then schedule the presentation of the students' groups for the evaluation of the project ideas.
5. 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.

Internal Assessment: The Internal Assessment of Project is based on the presentations 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.

Attributes During 1st Presentation	
S. No	Performance Indicator
1	Literature Survey
2	Abstract & Depth of Knowledge
3	Presentation
4	Software Work

Attributes During 2nd Presentation	
S. No.	Performance Indicator
1	Design and analysis
2	Implementation strategy
3	Expected Result
4	Presentation

Attributes During 3rd Presentation	
S. No.	Performance Indicator
1	Implementation /Execution
2	Results
3	Final report (as per AKTU Format)
4	End Semester Presentation

Process to assess individual and team performance

- Supervisor must regularly evaluate student's performance: satisfactory / unsatisfactory progress and before every presentation provide remarks in the project review report as per **Annexure X (B)**.
- Project presentation must be scheduled once in every month by the Departmental Project Committee in presence of the Supervisor. At least three members of DPC should be present in each presentation.
- The presence of the entire group is mandatory during the scheduled presentations.
- Each individual and team is to be evaluated on the basis of the project presentation, the viva voce, the project progress and active participation in project work as observed by the supervisor.
- Final project demo for the working prototype and the report shall be presented to the Departmental Project Committee in presence of the Supervisor for final evaluation.

13. 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 guidelines for MCA are still awaited from the university. 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 learnings/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.
Industrial Training	Internal	The industrial training (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.(*Refer Annexure XI*)
- **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 organisation for internship/industrial training. In case, the students is not able to arrange the training, the coordinator should help the students and may involve department HoD and placement cell (CCPD) 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: Organization of Industry and Skill Enhancement
 - Rubric 2: Report Writing (the format shall be provided by the coordinator)
 - Rubric 3: Oral Presentation
 - Rubric 4: Hand book

14. 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 and the same to be recorded as per the **Annexure XII**. 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 (**Annexure XII**) should be kept confidential in HoD's office.

15. Attendance Monitoring of students

As mentioned earlier in course delivery , the faculty members have to put the daily attendance of students on ERP Portal on regular basis before 5:00 PM. The institute has a system to fetch the daily attendance from ERP system and send the attendance report of each student and of each lecture via SMS daily at 5:30 PM. Few of the checkpoints are enlisted below:

- The letters to the non-reporting students must be sent to the respective parents'/guardians on 4th day from the commencement of the semester.
- 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. The attendance against co-curricular and extracurricular activities shall not be counted in this 75%. 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 (STs & PUE) letters are to be sent to detained students.
- The letters are also to be sent to the students, detained in the external examinations.

16. Preparing Detained List

Detained list is to be prepared a day before the commencement of each examination (ST1, ST2 & PUE) as per the **Annexure XIII**.

The following points need to be taken care while preparing the detained list:

- a) Minimum attendance mandatory for appearing in ST1: 70%
- b) Minimum attendance mandatory for appearing in PUE: 75%
- c) A relaxation of 10% for ST1 and 15% for PUE may be given based on the medical grounds with proper proofs. This should have the approval of Dean/Director of the Institute.
- d) The detained list should be followed by sending letters to the parents of the detained students
- e) The guidelines provided by the university are to be followed.

17. Syllabus Coverage

Syllabus coverage for all the courses including labs is to be taken on monthly basis. **Annexure XIV** is to be followed while collecting the syllabus coverage. Syllabus coverage must be followed by the action plan for slow going courses.

18. Feedback & Surveys through Stake Holders

The college has a well-established system of collecting, analysing 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 given in **Annexure XV**. 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. 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 once in every two years, 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.

- **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 confidentially through a faculty member, as the coordinator, nominated by the respective head of the department. The feedback is to be taken through students regarding delivery of the course by two ways: (i) Through online mode (ii) through physical mode by interacting group of four students (two from top & two below average).

This feedback is to be conducted at the department level, after 15 days from the commencement of the semester and one week before the commencement of ST-1. The HoD should ensure that the feedback is analysed and proper action is taken for improvements, considering the following points:

- a) At least 75% students from all the years and sections should be involved in the process.
 - b) The action should be taken immediately if the faculty scores less than 70% in the feedback given by the students.
 - c) For faculty member scoring less than 70% feedback, the second feedback should be taken within next 10 days of the action planned. If no improvement is seen then the Director/Dean should be contacted for the further course of action.
 - d) The feedback collected should be shared by the faculty members individually through mail or through hardcopy. Any communication with the faculty members and students regarding this feedback should be done through the HoD.
- **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.

Program Exit: The graduating students should be asked to participate in the exit survey so as to know their feedback on the program outcome attainment.

Course Exit: The course exit survey is to be performed by faculty members to get the feedback and calculate the indirect attainment of the course outcomes.

Stakeholders: A similar survey is to be performed involving other stakeholders (alumni and employers) to know about their view on the abilities of the ABESec pass out students.

19. 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 Academic Head on the prescribed format shared by Exam Cell for the feedback, analysis and moderation (**Refer Annexure XVI**).
- HoD should constitute a moderation committee. This committee may include vertical heads from the department, external faculty members and senior faculty members.
- 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 departmental exam coordinator in a sealed envelope. The exam coordinator shall send the question papers to the examination cell.

20. Conduction of Internal Examinations

The internal exams including STs and PUE should be held centrally through the exam cell in adherence with the Academic Calendar.

- ST1 should cover first 40% of syllabus and PUE exam should cover complete syllabus of the course.
- The STs are conducted for a maximum of 30 marks and PUE for 70 or 100 marks as per the evaluation scheme as instructed by the exam cell .
- The duration of STs is 1.5 hours and PUE is 3 hours in physical mode. In Online mode, the duration of PUE is of 2 hours only.
- The Makeup tests / retests should be arranged for the students absent in the scheduled tests as per the AKTU guidelines.

21. 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 3-5 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. After taking decision committee will fill the **Annexure XVII** and send one copy to Exam cell.
- The UFM cases in the external cases shall be dealt as per AKTU guidelines.

22. 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 through LMS or 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.

23. 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 sessional test with the same level of preparedness.

Step II: The performance of the students in ST 1 is the basic criteria for classification. The performance of all the students are analysed & distributed into three categories for all subjects by the faculty members teaching in that particular section.

- I. Category I -No. of Students having more than 75% marks (Fast learners)
- II. Category II-No. of Students having marks between 41% to 74% (Mediocre learners)
- III. Category III - No. of Students having marks less than 40% (Slow learners)

Then a final summary sheet of marks is to be prepared by the Class Coordinators of each section. From the summary sheet a list of students who scored more than 75% marks (Fast learners) in all subjects & who could not score more than 40% marks (category III) in at least three subjects is prepared by the class coordinator. Then a final 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 ST1 & suggest them to counsel their ward to improve his/her performance in further

tests. Appropriate counselling with additional teaching, 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 good and secure 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 trainings promote active learning that contributes to their academic and personal growth.
- Fast learners are to be encouraged to enrol in 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/ 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 Programmes are also to be encouraged.

24. 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 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.

25. 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 2 industrial visits 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/CCPD 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 learnings 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.

26. 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.

27. 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 set by DAC.

Data is collected from internal examinations (theory, practical, seminars, assignments and presentations) and university examinations (theory and practical). The details are given in the following table:

Internal Assessment Tools

Component	Component of Evaluation	Assessment Type
Theory	First Sessional Exam	Short & long Answer Type Question Paper
	Pre University Exam	Short & long Answer Type Question Paper
	Assignment/Quiz	Numerical & Short Answer Type Questions
Practical	Daily Evaluation	Planning, analysis of lab skills, finishing the experiment
	Practical Examination	Viva-voce & Experiment Conduction
	Lab Records	Data interpretation
Seminar, Project, Industrial Training, Internship	Power Point Presentation	Rubrics
	Hard Bound or spiral bound Report	Rubrics

Semester End Assessment Tools

Component	Components of Evaluation	Nature of Exam
Theory	University end Exams	Application Based, Evaluation based & Memory Based questions
Practical	University End Exams	Viva- Voce & Experiment Conduction
Project	University End Exams	Demonstration, Viva – Voce & Presentation

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 Sessional Exams
2. Pre University Exams.
3. Assignments/Quiz.

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 through DAC 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 can be set by DAC.

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

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 sessional tests in the college, classroom assignments, presentations, project work and the end semester examinations. These methods provide strong evidence of students' learning. Mainly it consist of overall CO attainment of each subject. **(Annexure XVIII)**

(b) INDIRECT METHODS: In this method, the feedback from the various stake holders need to be taken. Stake holders are informed about the programme outcomes set up for the programme 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. The student exit survey is intended to evaluate the success of the programme in providing students with the opportunities to achieve the POs. The processes through which the feedback are to be collected with frequency of data collection is indicated below:

S. No.	Process	Frequency
1	Graduate Exit Survey	Once a year
2	Employer's Survey	Through Out 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 Programme Outcomes (POs).

28. Departmental Academic Committee (DAC)

DAC to be constituted in every department under the chairmanship of the Head of the department. The DAC shall constitute the senior faculty members preferably Professors and Associate Professors of the department and one representative from the allied departments.

The composition of the DAC will depend on the size and complexity of the department, accordingly the representation of faculty members may vary from 3-8 members / Member: Faculty::1:5.

The DAC should meet at least twice in every semester to discuss on important agenda related to outcomes review, target setting, curriculum gaps, analysis on attainments, feedback, assessment of continuous improvement and other relevant academic activities.

The quorum for the meeting shall be two-third of the total number of members.

The agenda, minutes and action taken reports are to be documented with signatures and maintained at the department level.

It is necessary for the members of the DAC to shoulder the responsibilities of generating and promoting awareness in the department and to devote time for working out the procedural details.

The Director shall have the power to relax any provision provided in the manual in any specific matter/situation.

LIST OF ANNEXURES

S.NO.	ACTIVITY	ANNEXURE
1.	Academic Calendar	-
2.	Preparation of Nominal Roll, Attendance Sheets and formation of sections/groups	I & II
3.	Choice of Electives (Open/Departmental/Science based)	III (A & B)
4.	Course allocation to faculty members	IV
5.	Load chart and Time table preparation	V & VI
6.	Mentor-Mentee distribution	VII
7.	Course Delivery (Online / Offline class)	-
8.	Course file development	VIII (A-L)
9.	Labs conduction	-
10.	Lab file development	IX (A-D)
11.	Seminar Conduction	-
12.	Final Year Projects	X (A & B)
13.	Industrial Training	XI
14.	Monitoring of class delivery	XII
15.	Attendance Monitoring of students Attendance uploading on SIM	-
16.	Preparing Detained List Syllabus coverage	XIII
17.	Syllabus Coverage	XIV
18.	Feedback & Surveys through stake holders	XV(A-L)
19.	Setting up question paper	XVI
20.	Conduction of internal examinations	-
21.	Dealing with the UFM cases	XVII
22.	Evaluation of answer scripts Gap Analysis	-
23.	Slow and advanced learners	-
24.	Internal assessment and Uploading of marks on AKTU Portal	-
25.	Industrial Visits	-
26.	Guest Lectures	-
27.	PO-CO Attainments	XVIII (A & B)
28.	Departmental Academic Committee	-
29.	Sample Rubrics-I (internship/ Seminar Evaluation)	XIX(A)
30.	Sample Rubrics-II (Project Progress Evaluation)	XIX(B)

ANNEXURE IV – (SUBJECT ALLOCATION)

ANNEXURE IV



ABES 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 & Signature of HoD with Date

ANNEXURE VI – (TIME TABLE)



ANNEXURE VI

ABES Engineering College, Ghaziabad
Department of _____
Time-Table Odd/Even Semester (Session: _____)

SEM:

SECTION:

ROOM NO.:

W.E.F.:-

CLASS COORDINATOR :

Day / Time	I		II		10:20-10:30	III		IV		12:10-1:00	V		VI		VII		VIII				
	08:30-09:30	09:30-10:20	10:30-11:20	11:20-12:10		1:00-1:50	01:50-02:40	02:40-03:30	03:30-04:20												
Monday	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	BREAK	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	LUNCH	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name			
Tuesday	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name		SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name		SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	
Wednesday	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name		SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name		SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name
Thursday	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name		SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name		SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name
Friday	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name		SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name		SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name	SUBJECT CODE (SUB NAME) (L/T/P) Faculty Name
THEORY										PRACTICAL											
SUB CODE	SUB NAME	FACULTY		LOAD	LAB CODE	SUB NAME	GROUPS	FACULTY		LOCATION											

Signature of HoD:
Name of HoD:

Signature of Time Table Coordinator(s)
Name of Time Table Coordinator(s)

ANNEXURE VIII – (COURSE FILE INDEX)

ANNEXURE VIII



ABES ENGINEERING COLLEGE, GHAZIABAD
Department _____

COURSE FILE CONTENTS

S.No.	Contents
<u>PART A</u>	
1.	ABES Mission, Vision statement – <i>one copy</i>
2.	Department Mission & Vision – <i>one copy</i>
3.	List of Students – (<i>double column format</i>) Annexure VIII (A)
4.	PEOs, POs, PSOs of the Department – <i>one copy</i>
5.	Pre-requisites, Course Outcomes and Mapping of COs with POs/PSOs – <i>one copy</i> Annexure VIII (B)
6.	Last year CO attainment and suggested action – <i>one copy</i> Annexure VIII (C)
7.	Academic calendar – <i>one copy</i>
8.	University Syllabus – <i>one copy</i>
9.	Class Time Table – <i>one copy</i>
10.	Faculty Time Table – <i>one copy</i>
11.	Lecture plan Annexure VIII (D)
12.	Lecture Delivery Schedule with plan summary of assignments/Test/Quiz Annexure VIII (E)
13.	Assignments/ Test/ Quiz with Answer key – (<i>with CO & KL mapping</i>) Annexure VIII (F)
14.	Assignment/ Test/ Quiz Marks - (<i>with CO mapping</i>) Annexure VIII (G)
15.	Tutorial sheets for numerical problems
16.	Sessional Tests/ Pre-University Exam Question Papers – (<i>With solution for numerical problems</i>)
17.	Sessional Tests/ Pre-University Exam - Award Sheet Annexure VIII (H)
18.	Sessional Tests/ Pre-University Exam - Gap Analysis Annexure VIII (I)
19.	List of Weak Students and their Make-up Classes (<i>after each sessional exam</i>) Annexure VIII (J)
20.	Review of University Question Paper (<i>and proofs of correspondence with University in case of any discrepancy</i>) Annexure VIII (K)
21.	Attendance Sheets – Overall
22.	Evaluated Answer Scripts – (<i>2 Samples</i>)
23.	Course Exit Survey and analysis Annexure VIII (L)
24.	Over all CO attainment and recommendations/Suggested Action Annexure VIII (C)
<u>PART B</u>	
1.	Faculty Notes (Handout, PPTs in Separate File) – (<i>for each faculty; common ppt/ notes to be marked accordingly</i>)
2.	Books, web content, other than Text Book frequently referred to – (<i>faculty wise</i>)
3.	Previous Years Question Papers (UPTU - 5 Years) →Descending Order – <i>one copy each</i>

Note: Contents in Part A are to be placed section wise

ANNEXURE VIII (B) (COURSE OUTCOMES)

Annexure VIII (B)



ABES Engineering College, Ghaziabad

Department of _____

Semester:

Subject Code:

Subject Name:

Pre-requisites of course:

Course Outcomes:

Upon the Completion of this course, the student will be able to:

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

KL- Bloom's 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

ANNEXURE VIII (C) (PREVIOUS YEAR CO ATTAINMENT)

ANNEXURE VIII (C)



ABES Engineering College, Ghaziabad

Department _____

Previous Year CO Attainment

Session:

Semester:

Subject Code:

Subject Name:

Course Outcomes:

Upon the Completion of this course, the student will be able to:

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

KL- Bloom's 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 Outcome No.	Target (Internal Exam)	Target (External Exam)	Overall CO Attainment	Suggested Action
CO1				
CO2				
CO3				
CO4				
CO5				

Name & Signature of Faculty Members

ANNEXURE VIII (F) (ASSIGNMENT)

ANNEXURE VIII (F)



ABES Engineering College, Ghaziabad
Department _____

Session:

Semester:

Section:

Subject Code:

Subject Name:

ASSIGNMENT NO.

Date of Assignment:

Date of submission:

S.No.	KL, CO	Question	Marks

Answer Key:

ANNEXURE VIII (G) (ASSIGNMENT/TEST/QUIZ MARKS)



ANNEXURE VIII (G)

ABES Engineering College, Ghaziabad

Department _____

Assignment/ Test/ Quiz Marks

Session:

Semester:

Section:

Subject Code :

Subject Name :

Faculty Name:

S. No.	Roll No.	Name of Student	Assignment /Test/Quiz -1 (2)	Assignment /Test/Quiz-2 (2)	Assignment/Te st/Quiz-3 (2)	Assignment /Test/Quiz-4 (2)	Assignment/Te st/Quiz-5 (2)	TA Marks obtained (10)
Average Marks								

S. No.	Assignment/ Test/ Quiz	Average Marks	Max Marks	Min Marks
1	Assignment / Test/ Quiz 1			
2	Assignment / Test/ Quiz 2			
3	Assignment / Test/ Quiz 3			
4	Assignment / Test/ Quiz 4			
5	Assignment / Test/ Quiz 5			

Mapping of Assignment/Test/Quiz with COs

COs	Assignment /Test/Quiz -1	Assignment /Test/Quiz-2	Assignment/Te st/Quiz-3	Assignment /Test/Quiz-4	Assignment/ Test/Quiz-5
CO1					
CO2					
CO3					
CO4					
CO5					

1: Low 2: Medium 3: High

Signature & Name of the Faculty Member

Signature of the HoD

ANNEXURE VIII (J) (LIST OF WEAK STUDENTS)

ANNEXURE VIII (J)



Est. 2000

ABES Engineering College, Ghaziabad

Department _____

List of Weak Students and details of Remedial Classes

Session:

Semester:

Section:

Subject Code:

Subject Name:

Name of Faculty:

After Sessional test: Sessional Test 1/ Sessional Test 2/ PUE:

A. List of weak students

S.no.	Roll No.	Name	Marks obtained (less than < 40 % of Sessional test)	Remarks

B. Arrangement of Remedial Classes

Remedial class	Planned Date	Actual Date	Topics Discussed	Remedial class	Planned Date	Actual Date	Topics Discussed

Signature of the Faculty Member

Signature of the HoD

ANNEXURE VIII (K) (REVIEW OF UNIVERSITY QUESTION PAPER)

ANNEXURE VIII (K)



ABES Engineering College, Ghaziabad

Department _____

Review of University Question Paper

SESSION:

SEMESTER:

SECTION:

SUBJECT CODE:

SUBJECT NAME:

DATE OF EXAM:

- (A) Difficulty level of question paper (Difficult/ Moderate/ Easy):
- (B) Any portion beyond of the syllabus (indicate question no.):
- (C) (i) Any unit given under weightage:
(ii) Any unit given over weightage:
- (D) Anomaly in choices given as compared to old pattern (or University guidelines)
- (E) Questions having mistakes or are incomplete (indicate only the question numbers)

Distribution of questions unit wise and comparison with PUE

UNIT	Weightage of Units In AKTU Question Paper		Weightage of Units in PUE Question Paper		Similar Questions from AKTU & PUE Question Papers			
	Question. No. (a)	Marks (b)	Question. No. (c)	Marks (d)	AKTU Question. No. (e)	Marks (f)	PUE Question. No. (g)	Marks (h)
1								
2								
3								
4								
5								
Beyond Syllabus								
	Total:		Total:		Total:		Total:	
Any other observation								

% of university question paper covered in PUE = $\frac{\text{Total (f)}}{\text{Total (b)}} \times 100 = \underline{\hspace{2cm}} \%$

Action recommended or action taken, if any, at the Department level:

Signature & Name of the Faculty Member

Signature of the HOD

ANNEXURE VIII (L) (COURSE EXIT SURVEY ANALYSIS)



Est. 2000

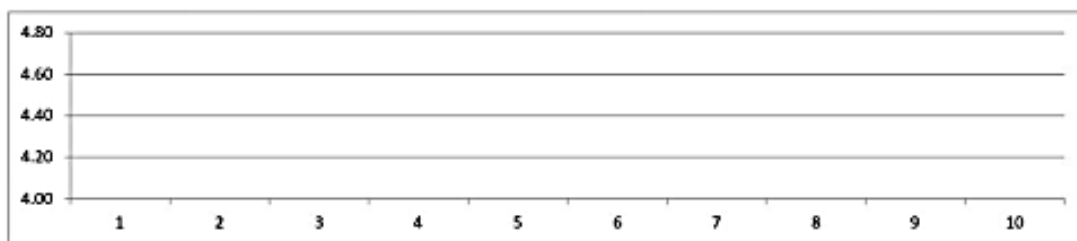
ABES Engineering College, Ghaziabad
 Department _____

ANNEXURE VIII (L)

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 IX (A) (LAB COURSE FILE INDEX)



ABES ENGINEERING COLLEGE, GHAZIABAD
Department of _____

ANNEXURE-IX (A)

LAB COURSE FILE CONTENTS

S. No.	Content
<u>PART A</u>	
1.	ABES Mission, Vision statement— <i>one copy</i>
2.	Department Mission & Vision – <i>one copy</i>
3.	PEOs, POs, PSOs, Course Outcomes and Mapping with POs/PSOs – <i>one copy</i>
4.	List of Students – (<i>Section Wise, Group Wise</i>)
5.	Academic calendar – <i>one copy</i>
6.	University Evaluation Scheme – <i>one copy</i>
7.	University Lab Syllabus – <i>one copy</i>
8.	Lab Equipment Details (<i>With Cost, Year of Purchase and Specification</i>)
9.	Lab Timetable – <i>one copy</i>
10.	Lab Delivery Schedule- <i>one copy</i>
11.	Quiz (For Study experiments)- (<i>Section Wise, if same mark it accordingly</i>)
12.	Solution of Quiz- (<i>As Above</i>)
13.	Attendance Summary of Lab- (<i>Section Wise</i>)
14.	Lab Evaluation/ Assessment Record – (<i>for each faculty conducting the lab</i>)
15.	Details of Virtual Lab Conducted- (<i>if Applicable</i>)
16.	Lab Feedback Report
17.	Extra Lab Classes to cover the syllabus (<i>if Any</i>)- <i>Section wise</i>
18.	Lab Manuals (<i>in Separate File</i>)
19.	Students' Lab Files- 5 Samples (<i>at the end of semester</i>)
20.	Attendance Sheets - Overall
21.	Over all CO attainment and recommendations

ANNEXURE IX (B) (LAB FEEDBACK REPORT)

ANNEXURE IX (B)



ABES Engineering College, Ghaziabad

Department _____

LAB INFRASTRUCTURE/ FACILITY FEEDBACK REPORT

BRANCH /SEM /SEC.:

SESSION:

NAME / CODE OF LAB:

NAME OF FACULTY:

S. No.	Name of the Experiment	Manual (Yes / No)	Standard results (Yes / No)	Condition of exp. Setup (Perfect/need repair)	Remarks

I _____ have performed all the experiments for the above mentioned lab, along with the lab in charge.

Name & Signature of Faculty with Date

Name & Signature of Lab In charge with Date

Name & Signature of HOD with Date

ANNEXURE IX (C) (LAB DELIVERY SCHEDULE)



Branch/Sem/Section:
Lab Name & Code:
Name of Faculty:

ABES Engineering College, Ghaziabad
Department _____
LAB DELIVERY SCHEDULE

ANNEXURE IX (C)

Group:

Session:

Date:

Name of Lab In charge:

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

Signature of Faculty with date

Signature of Lab Incharge with date

Signature of HoD

ANNEXURE X(A) (PROJECT PROPOSAL FORM)

ANNEXURE X (A)



ABES Engineering College, Ghaziabad

Department _____

Project Proposal Form (Session: _____)

1. Project Title (in CAPITAL letters)

2. Particulars of PROPOSED Guide(s) [Maximum. 2 guides per project.]

	NAME	FIELD OF SPECIALIZATION
GUIDE		
CO-GUIDE (Optional)		

3. Particular of Student/(s) [maximum 4 students per project]:

S.NO	NAME	ROLL NO	%age up to previous Semester	Technical Skill Sets
Group Leader				
2				
3				
4				

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

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

6. Project Duration (in months): _____

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

8. Technical Skills Involved in the Project

9. Relevance to the POs & PSOs

10. Expected Outcomes of the Project

Signature of Students with date:

ANNEXURE X (B) (PROJECT REVIEW REPORT)

ANNEXURE X (B)



ABES Engineering College, Ghaziabad
Department _____

Project Review Report (Session: _____)

Group No _____

- Project Title:

- Project Supervisor: _____

- Particular of Student/(s):

S.NO	NAME	ROLL NO	Mobile No	E-Mail ID
1				
2				
3				
4				

- Remarks from Supervisor

- Remarks from DPC

The Progress of the Group is Found to be (Satisfactory/ Unsatisfactory).

Signature of DPC Member

Supervisor's Signature

Date _____

Date _____

ANNEXURE XII (RUBRICS FOR LECTURE EVALUATION)

ANNEXURE XII



ABES Engineering College, Ghaziabad
Rubric For Lecture Evaluation by HoD

Name of Faculty:
Course:

Department:
Topic:

Date:

Parameters	4 Marks	3 Marks	2 Marks	1 Mark
Purpose and Focus	Clearly explained the purpose of the lecture using very effective methods, explanations went beyond merely stating the purpose	Explained the purpose of the lecture elaborately,	Attempted to explain the purpose but made errors in the explanation and /or missed information that would have made the purpose more clear	Did not explain the purpose of the lecture , lecture did not appear to be organized around a purpose
Clarity	Information presented was clear and unambiguous, teacher strongly emphasized the main idea or topics, provided sufficient and well organized details that clearly supported the idea or topics.	Information presented was mostly clear & unambiguous, teacher emphasized the main idea or topics and provided details to explain the basic concept	Lecture was not well organized or supportive of the main idea or topics, details were provided but were generally sketchy	Did not clearly communicate important information about the idea or topics, not well organized, insufficient details to support main idea or topics
Delivery of Lecture	Presented information in an excellent manner in well modulated tone. Exhibited effective communication skills. Information flew in chronological order.	Presented information in clear tone. Gave adequate details of the topic in chronological order.	Presented information in such tone and tenor that most of the time it could not attract the attention of the students.	Entire lecture delivered as a monologue without any modulation. Failed to attract the attention of the students.
Interactivity and dialogue	Asked useful questions and waited for answers, invited questions and comments , provided time for dialogue, listened well and responded directly	Asked questions and waited for answers, should have provided more time for interaction	Very little interaction with students, infrequently invited questions and/ or comments	No interaction with the students , didn't invite questions and or comments, or didn't listen and/ or respond
Use of multi-media	Lecture delivered with support of excellent use multimedia with outstanding quality and content	Communicated using multimedia, information presented generally good in quality and content	Multimedia used but lacked in quality of information as well as content.	Did not even try to communicate through Multimedia.

Check the relevant box (one for each row) and add up the score.

Total Score _____

Additional Comments/ Suggestions for Improvement

HoD's Signature _____

Seen & Discussed _____ (Signature of faculty audited)

Date:

Qualitative Grading Scheme:

Score	Grading
18 -20	Excellent
15 - 17	Very Good
12 - 14	Good
10 -11	Satisfactory
9 and below	Unsatisfactory

ANNEXURE XIII (DETAINED LIST)

ANNEXURE XIII



ABES Engineering College, Ghaziabad

Department _____

LIST OF DETAINED STUDENTS FROM EXAMINATION

SESSION: _____

Examination: Sessional Test 1/ Sessional Test 2/ PUE/ End Sem Exam:

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

Signature of Class Coordinators:

Signature of Departmental Exam Cell Representative
Date:

Signature of HoD
Date:

ANNEXURE XV (A) (STUDENT FEEDBACK ON FACULTY)

ANNEXURE XV (A)



ABES ENGINEERING COLLEGE, GHAZIABAD
 Department _____

Student feedback on faculty

Name : _____ Gender: M / F Faculty Name: _____

Year/ sem/Sec: _____ Subject/ subject code: _____

Faculty Attributes	Assessment					
	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)	Can't Evaluate
1 Teachers preparedness for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Coverage of syllabus and proper weightage to different topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Quality of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Ability to explain the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Use of teaching aids like OHP/LCD/Video clips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Coverage beyond syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Encouraging students participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Enthusiasm towards teaching and overall development of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Availability after the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Punctuality in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer the following questions:

- 1 Overall strength

- 2 Areas of improvement

- 3 Comments by HoD/ Action taken

Signature with date:

ANNEXURE XV (B) (GRADUATE EXIT SURVEY)

ANNEXURE XV (B)



ABES ENGINEERING COLLEGE, GHAZIABAD
Department _____

Graduate Exit Survey
Session: _____

Name : _____
Year of Passing: _____

Gender: M / F _____
Over all Percentage : _____

The purpose of this survey is to assess how well you have achieved learning objectives and program goals during your course of study at ABES EC. We are committed to understand and improve the education quality at ABES EC, for which we will use your responses to identify and address deficiencies in the department and thereby providing a better learning environment. Please answer thoughtfully and honestly.

S.N.	Education acquired at ABES EC (Skills, Abilities, Attributes and General)	Assessment					
		Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)	Can't Evaluate
1	I have gained Knowledge of mathematics, physics and general engineering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I have learned, to design and conduct experiments, as well as, to analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I am able to design a system, component, or process in my field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I have learned to work/function effectively in teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I have learned to identify, formulate & develop innovative and creative solution to engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I have understood professional and ethical responsibilities as an engineer. (e.g. safety, professional ethics, code of conduct)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I have learned to communicate effectively (written reports & Oral Presentation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I have gained an awareness of the impact of engineering activities in the Societal and Global contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I am aware of the need for, and improved my ability to engage in life long learning. <i>(seeking further education, self learning, membership in professional societies)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I am aware of contemporary issues related to engineering. (e.g. economics of engineering, environmental issues etc...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I have gained the ability to use computing technology in engineering (analysis / design).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I have gained the ability to use state-of-the-art techniques & modern tools in engineering practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I have gained the ability to be employed in industry as well as possess entrepreneurial skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I have developed the capabilities of project management skills. (e.g. planning, implementation & monitoring including financial control)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I am well prepared to pursue higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	My minor/major projects and various trainings were a valuable part of my educational experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Laboratory and computing facilities at ABES EC were satisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	In general, faculty members at ABES EC were accessible, helpful and knowledgeable in their subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Lab Instructors and other staff members were helpful and supportive for Laboratory and project work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Classrooms, Departmental library and training labs (CoE) were well equipped and maintained satisfactorily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*** Departments need to add some more points related to Program Specific Outcomes (PSOs).**

Please answer the following questions:

1 Please list some very important skills that you think you have learned in the engineering program

2 Please list some very important or useful skills that you think you did not get the chance (or are not available) to learn while your education at ABES EC

3 Please write down any comments or suggestions that you think will improve the education and learning environment at ABES EC

Signature of Student
Date: _____

ANNEXURE XV (C) (STUDENT EXIT INFORMATION)



Est. 2000

ANNEXURE XV (C)

ABES ENGINEERING COLLEGE, GHAZIABAD

Department _____

STUDENT EXIT INFORMATION (SESSION: _____)

Name:

Area of Interest: Year of Graduation:

Permanent Address:

Contact Number: Email:

Academics

Overall Percentage (till 7th Sem.):

Minor Project Title:

Major Project Title:

Academic Achievements:

Competitive Examinations Status (*Attach Proof*)

	Qualified	Appeared	Score
GATE	<input type="checkbox"/>	<input type="checkbox"/>
CAT	<input type="checkbox"/>	<input type="checkbox"/>
GRE	<input type="checkbox"/>	<input type="checkbox"/>

Any Other (Pl. Specify):

Admission to Higher Education

Name of University/Institute (India/Abroad).....

Name of Programme

Extra/Co-Curricular Activities (*Attach Proof*)

Details of Workshop/Seminar/ Training Programmes Attended/Organized

Achievements in Co-Curricular Activities

Details of Sports/Cultural Events Attended/Organized

Achievements in Extra-Curricular Activities

Professional Society Membership (If Any).....

Research Publication (If Any).....

Placements (*Attach Proof*)

Placement through: In-Campus Off-Campus NA

Name of Organization.....

Date of Joining.....

Location of Joining.....

Signature & Date

ANNEXURE XV (D) (STUDENT FEEDBACK ON CURRICULUM)



ABES Engineering College, Ghaziabad
Department _____

ANNEXURE XV (D)

Students' Feedback on Curriculum and Its Transaction

Academic Session:

Name of the Student:

University Roll No.

Program/Branch:

Year/Section:

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/Management. The information provided by you will be used as an important feedback for quality improvements in design and development of the curriculum by conveying it to the University and planning the additional courses (apart from the curriculum) at ABESSEC.

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

Scale: - 1- Strongly Disagree, 2-Disagree, 3-Neither Agree nor Disagree, 4-Agree, 5-Strongly Agree

S. No.	Attributes	1	2	3	4	5
1	How do you rate the syllabus in relation to the competencies developed through the courses offered?					
2	How do you rate the allocation of the credits to the courses?					
3	How do you rate the CBCS system adapted by the University?					
4	How do you rate the offering of the electives in terms of their relevance to your branch and technological advancements?					
5	How do you rate the syllabus in terms of providing practical (labs), projects and experiential (Internship/Industrial trainings) learning?					
6	How do you rate the courses 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 life skills and soft skills?					
8	How do you rate the add-on / value added courses offered by ABESSEC?					
9	Upto what extent the outcomes are achieved through delivery of various courses?					
10	How do you rate the overall teaching and learning environment at ABESSEC?					

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

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

Signature & Date

ANNEXURE XV (E) (FACULTY FEEDBACK ON CURRICULUM)



ANNEXURE XV (E)

ABES Engineering College, Ghaziabad
Department _____

Faculty Feedback for Design and Review of the Curriculum

Name of the 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/Management. The information provided by you will be used as important feedback for quality improvements in design and development of the curriculum by conveying it to the University and planning the additional courses (apart from the curriculum) at ABESEC.

Please rate the given attributes by checking the appropriate scale as mentioned:

Scale: - 1- Strongly Disagree, 2-Disagree, 3-Neither Agree nor Disagree, 4-Agree, 5-Strongly Agree

S. No.	Attributes	1	2	3	4	5
1	The evaluation scheme and the over all curriculum is well structured.					
2	The CBCS system adapted by the University is effective and the the allocation of the credits is appropriate.					
3	The system followed by the university for the design and development of curriculum is effective.					
4	Sufficient number of electives are offered and are relevant to the branch and technological advancements.					
5	Curriculum provides sufficient courses for practical (labs), projects and experiential (Internship/Industrial trainings) learning?					
6	The contact hours provided to deliver the course are enough and appropriate.					
7	The curriculum covers the contents of GATE and other competitive examinations relevant to the branch					
8	The curriculum meets the expectations in terms of learning values, skills, knowledge, attitude, analytical abilities.					
9	The outcomes stated for each of the courses are well defined?					
10	The text Books/Reference Books are well suited to the course and readily available.					

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

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

Signature & Date

ANNEXURE XV (F) (ALUMNI FEEDBACK ON CURRICULUM)



Est. 2000

ABES Engineering College, Ghaziabad
Department _____

ANNEXURE XV (F)

Alumni Feedback for Design and Review of the Curriculum

This questionnaire is intended to collect your feedback on the current curriculum and its appropriateness in terms of its structure and courses to fulfil the needs of industry. The information provided by you will be used as important feedback for quality improvements in design and development of the curriculum by conveying it to the University and planning the additional courses (apart from the curriculum) at ABESSEC.

[Links for AKTU Syllabus:](#)

Name of the Alumni:

Program/Branch:

Year of completion:

Current Affiliation & Designation:

Contact Number:

Email Id:

Please rate the given attributes by checking the appropriate scale as mentioned:

Scale: - 1- Strongly Disagree, 2-Disagree, 3-Neither Agree nor Disagree, 4-Agree, 5-Strongly Agree

Code	Particulars	1	2	3	4	5
1	The current curriculum and the add-on courses provided at ABESSEC are sufficient to bridge the gap between industry and academics.					
2	The current syllabus adequately covers contemporary topics/global issues/emerging global and national trends in technology and management.					
3	The curriculum meets the expectations in terms of learning values, skills, knowledge, attitude, analytical abilities.					
4	The current curriculum inculcates the aspects of Life Skills, Transferable skills, Cross Cutting Issues, Environment and Sustainability, Human Values and Professional Ethics etc.					
5	The current curriculum provides sufficient number of electives and the electives are relevant to the branch and technological advancements.					
6	Curriculum provides sufficient courses for practical (labs), projects and experiential (Internship/Industrial trainings) learning?					
7	The current curriculum and add-on/value added courses offered at ABESSEC are sufficient to develop an ability to use computing technology in engineering (analysis / design) and management.					
8	The current syllabus and add-on courses offered at ABESSEC are good enough to improve the employability of students.					
9	The current curriculum and culture at ABESSEC is good enough to help in developing the ability of life long learning.					
10	The current curriculum and culture at ABESSEC is good enough to promote creative thinking, innovations, research and entrepreneurship.					

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

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

ANNEXURE XV (G) (EMPLOYER FEEDBACK ON CURRICULUM)



ABES Engineering College, Ghaziabad
Department _____

ANNEXURE XV (G)

Employer Feedback for Design and Review of the Curriculum

This questionnaire is intended to collect your feedback on the current curriculum and its appropriateness in terms of its structure and courses to fulfil the needs of industry. The information provided by you will be used as important feedback for quality improvements in design and development of the curriculum by conveying it to the University and planning the additional courses (apart from the curriculum) at ABESec.

[Links for AKTU Syllabus:](#)

Name of the Respondent:

Name of the Organization:

Current Designation:

Contact Number:

Email Id:

Please rate the given attributes by checking the appropriate scale as mentioned:

Scale: - 1- Strongly Disagree, 2-Disagree, 3-Neither Agree nor Disagree, 4-Agree, 5-Strongly Agree

Code	Particulars	1	2	3	4	5
1	The current curriculum sufficiently bridges the gap between industry and academics, and meets the expectations of industry.					
2	The current syllabus adequately covers contemporary topics/global issues/emerging global and national trends in technology and management.					
3	The curriculum meets the expectations in terms of learning values, skills, knowledge, attitude, analytical abilities.					
4	The current curriculum inculcates the aspects of Life Skills, Transferable skills, Cross Cutting Issues, Environment and Sustainability, Human Values and Professional Ethics etc.					
5	The current curriculum provides sufficient number of electives and the electives are relevant to the branch and technological advancements.					
6	Curriculum provides sufficient courses for practical (labs), projects and experiential (Internship/Industrial trainings) learning?					
7	The current curriculum is good enough to help in developing the ability of life long learning.					
8	The current syllabus is good enough to improve the employability of students.					
9	The current curriculum is good enough to promote creative thinking, design and research.					

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

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

ANNEXURE XV (H) (PARENTS FEEDBACK ON CURRICULUM)



ABES Engineering College, Ghazlabad
Department _____

ANNEXURE XV (H)

Parent Feedback on Curriculum and its Transaction

This questionnaire is intended to collect your feedback on the current curriculum and its appropriateness in terms of its structure and courses to fulfil the needs of industry. The information provided by you will be used as important feedback for quality improvements in design and development of the curriculum by conveying it to the University and planning the additional courses (apart from the curriculum) at ABESSEC.

[Links for AKTU Syllabus:](#)

Name of the Respondent:

Name of the Student:

Relationship with the Student: Father / Mother / Guardian

Contact Number: _____ **Email Id:** _____

Educational Qualification: Under Graduate / Graduate / Post Graduate & Above

Occupation: Business / Private Job / Govt. Job / Farmer / Others (Please specify)

Nature of Occupation: Technical / Non-Technical (Please specify, if it is Technical)

Please rate the given attributes by checking the appropriate scale as mentioned:

Scale: - 1- Strongly Disagree, 2-Disagree, 3-Neither Agree nor Disagree, 4-Agree, 5-Strongly Agree

Code	Particulars	1	2	3	4	5
1	The current curriculum and culture at ABESSEC provides enough opportunities to develop employable skills and entrepreneurial skills among the students.					
2	The current syllabus meets the expectations in terms of knowledge, skills and attitude.					
3	The curriculum provides enough opportunities for higher studies covering the contents of GATE and other competitive examinations relevant to the branch.					
4	The current curriculum and the add-on / value added courses offered at ABESSEC are good enough to provide the holistic development of the students.					
5	The current curriculum and culture at ABESSEC is good enough to help in developing the ability of life long learning.					
6	The current curriculum and culture at ABESSEC is good enough to promote creative thinking, innovations, research and entrepreneurship.					
7	How do you rate the overall teaching and learning environment at ABESSEC?					

Please mention any suggestions for improvement: _____

ANNEXURE XV (I) (EMPLOYER'S SURVEY)

ANNEXURE XV (I)



ABES ENGINEERING COLLEGE, GHAZIABAD
DEPARTMENT OF _____

EMPLOYER'S SURVEY

Name (of Organization): _____

Designation: _____

The purpose of this survey is to assess the skills acquired and developed by the students of ABES EC who are presently working in your organisation. The assessment will be made on the basis of your valuable response on the points mentioned below.

Please select the sector which best describes your industry : (Tick as many responses as you think suitable)

* Departments need to mention department specific domains here example of Electrical department has shown

- | | |
|---|----------------------|
| 1. Power /Utility | <input type="text"/> |
| 2. Control and Instrumentation/Automation | <input type="text"/> |
| 3. Machine and drives/Power Electronics | <input type="text"/> |
| 4. Communication /Signal processing/ Embedded | <input type="text"/> |
| 5. Others | <input type="text"/> |

EMPLOYER'S SURVEY		Excellent (5)	Very Good (4)	Good(3)	Average (2)	Poor (1)	Can't Evaluate
1	Fundamental knowledge of engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Problem solving capability with logical reasoning and analytical power	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Proficiency with modern techniques and continuous learning capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Awareness about the socio-economic engineering activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Communication and presentation skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Ability to investigate any engineering related problem experimentally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Ability to work in a team and individually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional, ethical and moral responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Ability to design and develop sustainable solution in relevant area of the system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Project management skills and execution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Performance as per the profile of the candidate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Leadership quality, Planning and initiative capability, flexibility and punctuality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Relationship with seniors/peers/subordinates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Ability to take up extra responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Obligation to work beyond schedule if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Department may add more questions related to Program Specific Outcomes (PSOs)

On a scale of 1 to 10 how do you rate your overall satisfaction with ABES EC students and the curriculum?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

If you were dissatisfied with any aspect, please comment further:

Any other comment(s):

Would you like to recruit more ABES EC student?	YES		NO
Would you refer us to other organization(s)?	YES		NO

Please feel free to speak in confidence with our TPO/ staff about any aspect of the program or student performance. If you would like our staff to contact you to discuss any issues, please provide your contact number.

Phone No. _____

Name: _____

Position: _____

Company/organization: _____

Date: _____

ANNEXURE XV (J) (ALUMNI SURVEY)



ANNEXURE XV (J)

ABES ENGINEERING COLLEGE, GHAZIABAD

Department _____

Alumni Survey

Name : _____ Gender: M / F Year of Passing: _____

Current Organization: _____ Designation: _____

The purpose of this survey is to assess how well you have achieved learning objectives and program goals during your course of study at ABES EC. We are committed to understand and improve the education quality at ABES EC, for which we will use your responses to identify and address deficiencies in the department and thereby providing a better learning environment. Please answer thoughtfully and honestly.

	Assessment					
	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)	Can't Evaluate
Education acquired at ABES EC (Skills, Abilities, Attributes and General)						
1 I have gained Knowledge of mathematics, physics and general engineering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I have learned, to design and conduct experiments, as well as, to analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I am able to design a system, component, or process in my field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I have learned to work/function effectively in teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I have learned to identify, formulate & develop innovative and creative solution to engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I have understood professional and ethical responsibilities as an engineer. (e.g. safety, professional ethics, code of conduct)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I have learned to communicate effectively (written reports & Oral Presentation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 I have gained an awareness of the impact of engineering activities in the Societal and Global contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 I am aware of the need for, and improved my ability to engage in life long learning. (seeking further education, self learning, membership in professional societies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 I am aware of contemporary issues related to engineering. (e.g. economics of engineering, environmental issues etc...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 I have gained the ability to use computing technology in engineering (analysis / design).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 I have gained the ability to use state of the art techniques & modern tools in engineering practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 I have gained the ability to be employed in industry as well as possess entrepreneurial skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 I have developed the capabilities of project management skills. (e.g. planning, implementation & monitoring including financial control)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 I am well prepared to pursue higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 My minor/major projects and various trainings were a valuable part of my educational experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Laboratory and computing facilities at ABES EC are satisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 In general, faculty members at ABES EC are accessible, helpful and knowledgeable in their subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Lab instructors and other staff members are helpful and supportive for Laboratory and Project work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Classrooms, Departmental library and training labs (CoE) are well equipped and maintained satisfactorily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

** Department may add more points relevant to PSOs of the department.*

Please answer the following questions:

- 1 Please list some very important skills that you think you have learned in the engineering program

- 2 Please list some very important or useful skills that you think you did not get the chance (or are not available) to learn while your education at ABES EC

- 3 Please write down any comments or suggestions that you think will improve the education and learning environment at ABES EC

Signature with date:

Ph. No.: _____ Email: _____

ANNEXURE XV (K) (COURSE EXIT SURVEY)



ANNEXURE XV (K)

ABES Engineering College, Ghaziabad
Department _____
Course Exit Survey
(After PUE)

This questionnaire is intended to collect information about your satisfaction towards the teaching, learning and evaluation of the course. The information provided by you will be kept confidential and will be used as an important feedback for quality improvement of the program.

Name of the Teacher:
Class:
Semester/Year:

Course Code:
Course Title:

Directions:

For each item please indicate your level of satisfaction by choosing a score between 1 and 5.

(1 – Strongly disagree, 2 - Disagree, 3 – Neither agree nor disagree, 4 – Agree, 5 – Strongly agree)

Teaching, Learning and Evaluation:	1	2	3	4	5
1. The teacher was available and accessible in the Department.					
2. The evaluation process was fair and unbiased.					
3. Regular and timely feedback was given on our performance.					
4. Periodical assessments were conducted as per schedule.					
5. I have learnt and understood the course objectives and outcomes of this course.					
Course Outcome 1(COURSE & Department specific)					
Course Outcome 2(COURSE & Department specific)					
Course Outcome 3(COURSE & Department specific)					
Course Outcome 4(COURSE & Department specific)					
Course Outcome 4(COURSE & Department specific)					

ANNEXURE XV (L) (PARENT'S FEEDBACK FORM)



ANNEXURE XV (L)

ABES Engineering College, Ghaziabad
Parent's Feedback Form

Name & Occupation of Parents:

a) Father : _____

b) Mother: _____

Address & Contact Number : _____

Name of Student/ Ward: _____

Course/ Department: _____

1. Do you find this institution better than other institutes of similar level for your ward?
Yes/ No.
2. Do you feel the facilities provided by the college were adequate?
Yes/ No.
3. Do you feel that your ward was physically secure in the campus?
Yes/ No.
4. Do you feel that the hostel facilities were satisfactory? *(if taken)*?
Yes/ No.
5. Are you satisfied with the cooperation from the administrative staff?
Yes/ No.
6. Could you make direct communication with teaching staff?
Yes/ No.
7. Do you find any up gradation of hard and soft skills in your ward?
Yes/ No.
8. Any suggestions:

.....
.....
.....

Signature : a)

b)

Date :

ANNEXURE XVI (QUESTION PAPER REVIEW FORMAT)

ANNEXURE XVI



Estd. 2000

ABES ENGINEERING COLLEGE, GHAZIABAD
Department of Electrical & Electronics Engineering

Question Paper Review (ST-1 / ST-2 / PUE)

Semester: _____ Date of Review: _____

Course Name: _____ Course Code: _____

Course Coordinator (Faculty): _____

Peer- Reviewer / Vertical Head: _____

Related Areas	Course Coordinator		Peer Reviewer	
	Yes	No	Yes	No
Question Paper is structured in congruence with the Question Paper Template as per University	Yes	No	Yes	No
Language & grammar are ok. Sentences are clear, understandable, acceptable	Yes	No	Yes	No
Quality of paper and formatting is appropriate	Yes	No	Yes	No
Course title, course code, academic semester and year, exam details and date etc. are provided (Header contents are ok)	Yes	No	Yes	No
All questions are as per syllabus	Yes	No	Yes	No
The given questions are as per the standards of University.	Yes	No	Yes	No
Questions are distributed uniformly as per the syllabus (Equal distribution of questions from each unit)	Yes	No	Yes	No
The given questions are appropriate (too lengthy or too short) to be answered in given time frame & w.r.t marks allotted.	Yes	No	Yes	No
There is no repetition of questions	Yes	No	Yes	No
There is no ambiguity in data (given for numerical Questions)	Yes	No	Yes	No
Knowledge Levels of all questions are appropriate	Yes	No	Yes	No
All questions are properly mapped with respective CO	Yes	No	Yes	No

Remarks/Suggestions:

Course Coordinator

Peer Reviewer / Vertical Head

HOD EN

ANNEXURE XVII (UFM CASES)

ANNEXURE XVII



ABES Engineering College, Ghaziabad

Department _____

LIST OF UFM CASES & DETAILS OF ACTION TAKEN

SESSION: _____

After Sessional test: Sessional Test 1/ Sessional Test 2/ PUE:

A. List of UFM Cases

S.No.	Roll No.	Name of Student	Year/Semester/Section	Details of UFM Used

B. Action Taken by Department

S.No.	Roll No.	Name of Student	Year/Semester/Section	Action Taken by Department

Signature of Exam Cell Representative
Date:

Signature of HoD
Date:

ANNEXURE XVIII (A) (PO ATTAINMENTS BY DIRECT METHOD)



ABES ENGINEERING COLLEGE, GHAZIABAD
DEPARTMENT _____
PO ATTAINMENTS BY DIRECT METHOD (SESSION: _____)

ANNEXURE XVIII (A)

POs/ PSOs	First Year Attainments	Second Year Attainments	Third Year Attainments	Final Year Attainments	PO Attainment By Direct Method
PO1					
PO2					
PO3					
PO4					
PO5					
PO6					
PO7					
PO8					
PO9					
PO10					
PO11					
PO12					
PSO1					
PSO2					
PSO3					
PSO4					

Name & Signature of NBA Coordinator

Name & Signature of HoD

ANNEXURE XVIII (B) (OVERALL PO ATTAINMENTS)



ABES ENGINEERING COLLEGE, GHAZIABAD
 DEPARTMENT _____
 OVERALL PO ATTAINMENTS (SESSION: _____)

ANNEXURE XVIII (B)

POs/ PSOs	DIRECT ATTAINMENT (80% weightage)	INDIRECT ATTAINMENT (20% Weightage)				Overall Indirect Attainment	Overall PO Attainment
		Alumni Survey	Employer Survey	Graduate Exit Survey	Any Other Survey relevant to Pos		
PO1							
PO2							
PO3							
PO4							
PO5							
PO6							
PO7							
PO8							
PO9							
PO10							
PO11							
PO12							
PSO1							
PSO2							
PSO3							
PSO4							

Observations:

Action Required:

Name & Signature of MBA Coordinator

Name & Signature of HoD

ANNEXURE XIX (A) (SEMINAR/ INTERNSHIP EVALUATION)



ABES ENGINEERING COLLEGE, GHAZIABAD
DEPARTMENT OF _____

_____ **Sem. Seminar/Internship/Mini-project Evaluation Rubric # R1 – Presentation Skills**

Student Name: _____

Roll No.: _____

Section: _____

Date: _____

Topic of Seminar/Internship/Mini-project: _____

Statement: An ability to deliver an effective presentation

Expectations->	Excellent Expectation Points: 5	Very Good Expectation Points: 4	Satisfactory Expectation Points: 3	Basic Expectation Points: 2	Elementary Expectation Points: 1	Score
C1: Power point presentation quality	Excellent Power point presentation with perfect font size and color, appropriate contents per slide arranged in a logical order with introduction, main body contents and conclusion with including application areas of the topic.	A very good Power point presentation with appropriate font size and color, contents per slide arranged in a logical order with introduction, main body contents and conclusion with detailed description of the topic.	The Power point slide font, color, contents are good. The presentation not arranged properly with less description of the topic.	The Power point slide font, color, contents could have been better. The presentation not arranged properly and does not give detailed description of topic.	Quality of power-point presentation slides and content are poor. The preparation is not properly ordered & details of topic are not properly described.	
C2: Oral Presentation skills	Excellent presentation skills, proper eye to eye contact, logical flow, clear voice, appropriate speed, excellent time management with proper discussion of application area of topic.	Good presentation skills with clear voice but eye to eye contact, speed, time management flawed at times. Discussion on applications/Examples is required	Satisfactory presentation skills with clear voice and eye contact. Sometime only read the slides.	Average presentation skills with voice not very clear, eye to eye contact with some audience only. Not able to engage the audiences.	Presentation unsatisfactory in all aspects of presentation skills.	
C3: Ability to answer questions	Most willingly invited the audiences to ask clarifications and questions and answered all questions supplementary questions clearly and concisely to the entire satisfaction of the audience.	Invited the audiences to ask questions and answered most of the questions correctly. Was not comfortable to answer supplementary questions.	Could answer only some questions correctly. Was willing to take questions.	Could answer only few questions correctly. Was unwilling to take questions.	Could answer very few questions but not correctly. Was unwilling to take questions.	
C4: Literacy	Flawless English with no punctuation and pronunciation errors.	A few flaws in English with some punctuation and pronunciation errors	Some flaws in English with some punctuation and pronunciation errors	Presentation was poor from spoken English point of view.	Very seriously flawed English. Presentation was poor from spoken and written English point of view.	
TOTAL (out of maximum marks 20)						

Faculty Member(s) signature with Name & Date:

ANNEXURE XIX (B) (PROJECT PROGRESS EVALUATION)

Rubrics 2



ABES Engineering College, Ghaziabad
Department of _____

DEPARTMENTAL PROJECT COMMITTEE – EVALUATION FOR First/ Second PRESENTATION

Student Name _____ Roll Number _____

Group No. _____ Date _____ Supervisor _____

Project Title: - _____

Criterion	CO	Inadequate 1 Points	Adequate 2 Points	Good 3 Points	Very Good 4 Points	Exemplary 5 Points	Score or N/A
Problem Statement	CO1, CO3	Statement Missing, with no Goals defined	Incomplete Statement, with poorly defined Goals.	Statement is complete, but the Goals defined are vague with undetermined limitations.	Statement is complete, but the Goals defined are immeasurable with limitations.	Clear Problem statement is presented with well identified Goals and limitations.	
Literature Review	CO2, CO3	Student is somewhat able to identify the relevant literature and is unable to compare the proposed concept and theories.	Student is marginally able to identify the relevant literature and is unable to compare the proposed concept and theories.	Student is somewhat able to identify the key and relevant literature and is somewhat able to compare the proposed concept and theories relevant to the problem.	Student is somewhat able to identify the key and relevant literature and is able to compare the proposed concept and theories relevant to the problem.	Student is somewhat able to identify the key and relevant literature and can compare the proposed concept and theories relevant to the problem with the key issues..	
Presentation & Communication	CO5	Weak presentation with no proper relevance Student lacks confidence, do not speak clearly, and not engaged with audience	Presentation is relevant and well-structured, but Student has low confidence, but has clear audibility and trying to engage with audience	Relevant and organized presentation without any evidences. Student has confidence, engages with the audience well.	Relevant and organized presentation with some evidences Student presents with ease, maintains excellent engagement.	Relevant well-organized presentation backed with data and good presentation engaging the audience.	
Teamwork	CO5	Student as an individual has contributed nothing significant to the project.	Very low contribution, with minimal efforts to the project	Student has contributed to the team as team member and somewhat contributes to satisfactory level	Student has contributed to the team as an excellent team member and fully aware of all the progress being carried out	The student is contributing most to the project and leading the group.	
WEEKLY REPORT STATUS		NOT SUBMITTED (0)		SUBMITTED (5)			

DPC Member _____

Supervisor _____

Total _____/25

Comments:- _____



Homi J. Bhabha

A scientific institution, be it a laboratory or an academy, has to be grown with great care like a tree. Its growth in terms of quality and achievement can only be accelerated to a very limited extent.

Aryabhata

The Universal medicine for the soul is supreme reason and absolute justice, for the mind mathematical and practical truth, for the body the quintessence, a combination of light and gold.

Srinivasa Iyengar Ramanujan

An equation means nothing to me unless it expresses a thought of God.

C.V. Raman

Ask the right questions, and nature will open the doors to her secrets.

Kalpana Chawla

When you look at the stars and the galaxy, you feel that you are not just from any particular piece of land, but from the solar system.



Editors

Prof. (Dr.) Hemant Ahuja

Head, EN &
Coordinator, IQAC, ABESEC

Prof. (Dr.) Anish Gupta

Professor, IT &
Asst. Dean Academics, ABESEC

Sub-Editors

Mr. Gurpreet Singh

Assistant Prof, EN, ABESEC

Mr. Rahul Virmani

Assistant Prof, EN, ABESEC



ABES Engineering College, 19th Km Stone, NH-24, Ghaziabad-201 009, UP (INDIA)

Tel: +91 120 7135112, Fax: +91 120 7135115, Mob: 9999889341 | Email: info@abes.ac.in, Web: www.abes.ac.in