**Programme Assessment Committee Meeting Minutes**

| S.No | Criteria | Parameters | 2022-23 odd | Self-Score | Auditor Score |
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| 1 | Curriculum and Design | Stakeholder Suvey | | | |
| | | Total No of Courses | | | |
| | | No of new courses introduced | | | |
| | | Number of value-added courses imparting transferable and life skills | | | |
| | | No of Elective Courses | | | |
| | | No of Emerging Courses | | | |
| | | No of Online Courses | | | |
| | | No of Open Electives | | | |
| | | No of OCC offered (number of students registered for OCC) | | | |
| | | Number of Industry Attached Courses | | | |
| | | Number of meetings held with ESME's | | | |
| | | Number of meetings held with ISME's | | | |
| | | Percentage of implementing feedback for curriculum design/introducing new courses | | | |
| 2 | Outcome Attainment (CO,PO,PSO) | No of Courses attained Target Level | | | |
| | | No of Courses not attained Target and action taken | | | |

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| | | I Year(Batchwise) | | | |
| | | II Year(Batchwise) | | | |
| | | III Year(Batchwise) | | | |
| | | IV year(Batchwise) | | | |
| | | Graduating Batch | | | |
| 3 | Co-Curricular and Extracurricular Activities | Number of association activities | | | |
| | | Number of Industrial Visit | | | |
| | | Number of seminars | | | |
| | | Number of workshops | | | |
| | | Number of conferences | | | |
| | | Number of guest lecture(s) conducted as part of the course | | | |
| | | Number of industries visited as part of the course | | | |
| | | Number of students participating in cocurricular activities | | | |
| | | Number of students participating in extracurricular activities | | | |
| 4 | Faculty and Staff | No. of Professors | | | |
| | | No. of Associate Professor | | | |
| | | No. of Assistant Professor (SG) | | | |

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| | | No. of Assistant Professor (SS) | | | |
| | | No. of Assistant Professor | | | |
| | | Total number of Faculty on roll in department | | | |
| | | Number of full time teachers with Ph.D. | | | |
| | | Number of Non-teaching faculty | | | |
| | | Faculty-Student Ratio | | | |
| | | Number of ESME members | | | |
| 5 | Lectures Laboratories,tutorials and student mentoring | Total number of students in department (PG) | | | |
| | | Total number of students in department (UG) | | | |
| | | Number of students falling under weak category | | | |
| | | Number of special intiatives taken | | | |
| | | Number of students benefited out of special intiatives | | | |
| | | Number of students falling under bright category | | | |
| | | Number of special intiatives taken | | | |
| | | Number of students benefited out of special intiatives | | | |
| | | No. of students as Enterpreneurs | | | |
| | | Number of parents meeting | | | |

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| | | Number of class committee meeting(s) conducted and action taken | | | |
| | | Number of course committee meeting(s) conducted and action taken | | | |
| 6 | Assessment | Quality of Project Review | | | |
| | | Quality of CCET assessment | | | |
| | | Quality of End semester assessment | | | |
| | | Pass percentage CCET | | | |
| | | Pass Percentage ESE | | | |
| | | Deapartment Overall Pass percentage (ESE) | | | |
| 7 | Student placement, project and internship | Number of eligible students for placement | | | |
| | | Number of students placed | | | |
| | | Average salary of placed students | | | |
| | | Number of companies visted | | | |
| | | Placement percentage | | | |
| | | No of companies visited for internship by students | | | |
| | | No of students undergone internship | | | |
| | | No of paid internship | | | |
| | | No of Projects with publication | | | |

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| | | No of Industry Project | | | |
| | | No. of students opted for higher education | | | |
| 8 | Infrastructure & ICT | No of classroom and tutorial rooms | | | |
| | | No of Laboratories | | | |
| | | No of new laboratories introduced | | | |
| | | New ICT Tools used | | | |
| 9 | Best Practices | No. of best practices adopted in programme(Active learning Methods in Courses) | | | |
| 10 | Mentoring | Number of mentor hours planned vs conducted | | | |
| | | Number of students benefited because of mentor hour | | | |

Remarks:

Auditee

Auditors

**PAC Meeting Rubrics**

| | | Score- 3 : without concern | Score- 2 : with concern | Score-1 : weakness | Score-0 : Deficiency |
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| P1 | Process for designing Curriculum and syllabus | Continual improvement in the process is observed in basic sciences, core courses, elective courses, emerging courses, value-added courses, skill-based courses, online and one-credit courses, considering various stakeholder inputs. A sufficient number of elective/emerging courses are offered, allowing students to choose their field of interest | A balanced number of basic sciences courses,core courses, elective courses, emerging courses, value added courses, skill based courses online and one credit courses are introduced considering stake holder inputs partially. | A balanced number of basic sciences courses, core courses, elective courses, emerging courses, value-added courses, skill-based courses, and one-credit courses have been introduced. The professional core subjects partially cover all major areas of the program. However, there is a lack of a sufficient number of elective subjects offered. | The balanced number of basic sciences courses, core courses, elective courses, emerging courses, value-added courses, skill-based courses, and one-credit courses has not been introduced. |
| P2 | Process for assessing the course outcomes,programme and programme specific outcomes | The review meetings and outcome measurement processes are continuously monitored and its improvement is observed with evidence of action taken | The review meetings and outcome measurement processes are continuously monitored and its improvement is partially observed with evidence of action taken | The review meetings and outcome measurement processes are continuously monitored, revealing partial improvement but lacking evidence of corresponding actions taken | The review meetings and outcome measurement processes are monitored, but there is no evidence of actions being taken |
| P3 | Process for conducting cocurriculur and extra curricular activities | Adequate participation in co-curricular and extra-curricular activities is available in both inter and intra-colleges at the national and international levels | Participation in co-curricular and extra-curricular activities is available both inter and intra colleges at the national level | Minimum participation in co-curricular and extra-curricular activities is available both inter and intra colleges at the national level. | More opportunities for participation in co-curricular and extra-curricular activities are not available inter and intra-college at the national and international levels. |

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| P4 | Process for faculty and staff | Continuous improvement in faculty domain expertise, student-teacher ratio, faculty cadre ratio, faculty qualifications, and faculty retention has been calculated according to the guidelines and meets the requirements | Faculty domain expertise,Students-teacher ratio, faculty cadre ratio, faculty qualifications and faculty retention has been calculated as per the guidelines and meets the requirements. | Faculty domain expertise,Students-teacher ratio, faculty cadre ratio, faculty qualifications and faculty retention has been calculated as per the guidelines and meets the requirements partially. | The student-teacher ratio, faculty cadre ratio, faculty qualifications, and faculty retention have been calculated according to the guidelines but do not meet the requirements. |
| P5 | Process for conducting lectures labs and tutorials | Effective and innovative teaching methods for content delivery are implemented across all courses. Tutorial classes are provided to address personal level doubts. The size of tutorial classes, remedial classes, and additional make-up tests is designed to assist academically weaker students. A mentoring system is in place to provide individualized support for relevant courses. Laboratories and project work are relevant to the core curriculum, in tune with the theory coverage carried out as per schedule. Industry visits/guest lectures are arranged to link courses with real-time applications in the industry, | Effective and innovative teaching methods for content delivery are implemented across all courses. Tutorial classes are provided to address personal level doubts, and their class sizes are optimized. Remedial classes and additional makeup tests aim to support academically weaker students. A mentoring system is in place for relevant courses, assisting students at an individual level. Laboratories and project work align closely with the core curriculum, complementing the scheduled theoretical coverage. Industry visits / guest lectures are arranged to bridge courses with real-time applications in the | Effective and innovative teaching methods for content delivery are implemented across all courses.Tutorial classes are provided to address personal level doubts, and their class sizes are optimized. Additionally, remedial classes and makeup tests are available to assist academically weaker students. A mentoring system is in place for relevant courses, and laboratories/project works align closely with the core curriculum, complementing the scheduled theory coverage. Industry visits/guest lectures are arranged to connect courses with real-time industry applications, ensuring a minimum availability. | Effective and innovative teaching methods for content delivery are implemented across all courses. Tutorial classes are provided to address personal level doubts, and their class sizes are optimized. Additionally, remedial classes and makeup tests are available to assist academically weaker students. A mentoring system tailored to individual course needs is in place. Laboratories and project work are aligned with the core curriculum, maintaining synchronization with scheduled theoretical coverage. However, arrangements for industry visits and guest lectures to connect courses with real-time industrial applications are currently unavailable. |

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| | | and they are considered adequate. | industry, offering valuable opportunities for students. | | |
| P6 | Process for conducting assessments | Assessment targets the application oriented questions and above .Pass percentage and quality of project review process shows continuos improvement | Assessment targets the application oriented questions and above .Pass percentage and quality of project review process is maintained | Assessment targets the application oriented questions and above .Pass percentage and quality of project review process has reduced. | Assessment targets the application oriented questions and above .Pass percentage and quality of project review process is not available |
| P7 | Process for monitoring and assessing student placement,project and internship | Continuous improvement in monitoring and assessing the students performance like ,internship / Project review conducted as per schedule, rubrics followed as per assessment plan,industry related project are encouraged, papers are publised , funds are obtained . Also placement percentage is improved. | Evidence for monitoring and assessing the students performance like internship / Project review conducted as per schedule, rubrics followed as per assessment plan,industry related project are encouraged, papers are publised. Placement percentage is maintained neither increased nor decreased | Evidence for monitoring and assessing the students performance like internship /Project review conducted as per schedule, rubrics followed as per assessment plan ,industry related project are encouraged, but no papers are publised . Placement percentage is decreased | Evidence for monitoring and assessing the students performance like internship /Project review conducted as per schedule, rubrics followed as per assessment plan ,no industry related project are encouraged, no papers are publised and no funds are obtained . |

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| P8 | Process for devising the infrastructure utilization | Adequate and well-equipped classrooms, ICT tools, and laboratories support the program specific curriculum. The availability of computing facilities exclusively within the department, along with labs offering technical support beyond regular working hours, enhances the learning environment. Equipment for experiments is provided, ensuring regular maintenance. The ratio of students per experimental setup, the size of the laboratories, and the overall ambience are also considered. | Classrooms, ICT tools, and laboratories are available to support the program-specific curriculum. Computing facilities exclusive to the department are accessible. Labs with technical support are available during and beyond working hours. Equipment for experiments is provided along with maintenance. The number of students per experimental setup, laboratory size, overall ambience, etc., are adequate. | Classrooms, ICT tools, and laboratories are available to support the program-specific curriculum.The availability of computing facilities exclusively within the department, labs with technical support accessible both during and beyond regular working hours, equipment for conducting experiments and its maintenance, the number of students per experimental setup, the size of the laboratories, and overall ambiance, etc., are partially available. | Classrooms, ICT tools, and laboratories to support the program-specific curriculum, exclusive availability of computing facilities within the department, labs equipped with technical support beyond regular working hours, maintenance of experimental equipment, the student-to-experimental setup ratio, laboratory size, overall ambiance, etc., are not available as required. |
| P9 | Process for introducing and practicing pedagogical initiatives and Best practices | Adequate pedagogical initiatives and best practices are implemented to address 21st-century skills, (such as Critical thinking<br>Creativity<br>Collaboration<br>Communication) | Pedagogical initiatives and Best practices are followed to address 21st - centuary skills(viz., Critical thinking<br>Creativity<br>Collaboration<br>Communication) | Pedagogical initiatives and Best practices are minimum to address 21st centuary skills(viz., Critical thinking<br>Creativity<br>Collaboration<br>Communication) | Pedagogical initiatives and Best practices are not followed to address 21st centuary skills(viz., Critical thinking<br>Creativity<br>Collaboration<br>Communication) |

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| P10 | Process for Student Mentoring | Adequate flexibility in academics includes provisions for advanced level and additional reading courses, self-learning facilities, and access to materials beyond the syllabus. There's encouragement, motivation, and scope for learning beyond the prescribed syllabus. Additionally, remedial classes and extra makeup tests are available to assist academically weaker students. | Flexibility in academics includes provisions for advanced level and additional reading courses, self-learning facilities, and access to materials beyond the syllabus. There's encouragement, motivation, and scope for learning beyond the prescribed syllabus. Additionally, remedial classes and extra makeup tests are available to assist academically weaker students is followed only for few cases | Evidence of academic flexibility includes provisions for advanced and supplementary courses, self-learning facilities, and access to materials beyond the syllabus. There are opportunities, motivation, and scope for learning beyond the prescribed curriculum. However, remedial classes and additional make-up tests to assist academically weaker students are currently not available. | Evidence of academic flexibility with opportunities for self-learning, such as provisions for advanced and supplementary courses, is present. However, the generation of self-learning facilities, access to materials beyond the syllabus, motivation and scope for learning beyond the prescribed curriculum, and the provision of remedial classes and additional tests to assist academically weaker students are currently not available. |