LIST OF STANDARD OPERATING OF PROCEDURE

AIT/IQAC/2024-25/SOP-1

Standard Operating Procedure (SOP) for the Process for Defining Vision, Mission and PEOs, PSOs of the Department

Preamble

This **SOP** defines the structured process for formulating, reviewing, and refining the **Vision**, **Mission**, **Program Educational Objectives (PEOs)**, and **Program Specific Outcomes (PSOs)** of the department. These elements form the foundational framework that guides the department's academic, research, and developmental activities, aligning them with institutional goals and societal needs.

The Vision articulates the long-term aspirations of the department, while the Mission outlines the actionable steps to achieve these aspirations. PEOs describe the broad objectives that graduates are expected to achieve a few years after graduation, and PSOs define the discipline-specific competencies that students are expected to acquire by the time they complete the program.

Process for Defining Vision, Mission, PEOs, and PSOs

Defining the **Vision**, **Mission**, **Program Educational Objectives (PEOs)**, and **Program Specific Outcomes (PSOs)** of a department is a strategic process that ensures alignment with the institution's goals, industry needs, and stakeholder expectations.

The vision and mission statements of the department are established through a thorough consultation process by involving the stakeholders (internal and external) of the department. The inputs from Alumni Interaction, Exit Survey, Advisory Board Committee and department Strengths & Statistics is used in framing the Vision & Mission Statements of the dept. aligned with the institutional Vision & Mission Statements.

Here's a step-by-step guide for the process:

Step1: In the initial phase, the Head of the department along with the Department Academic Committee (DAC), prepares the draft vision and mission statements which are in line with the vision and mission of the institute, Stakeholders expectation and SWOC analysis of the department.

Step 2: The vision and mission statements, defined as stated in step-1 are shared with internal Stakeholders (faculty and students) and external stakeholders (alumni and parents) for the suggestions and inputs for improvements.

Step 3: Based on the feedback and suggestions from stakeholders in Step 2, the vision and mission are revised and discussed during the Department Academic Committee (DAC) meeting before finalization.

Step 4: The reframed vision and mission statements (outcome of the DAC meeting) are placed before Department Advisory Board (DAB) for recommendation.

Step 5: Once the vision and mission statements are recommended by the IQAC/Advisory Board, they are published on the website and disseminated through other designated channels.

The process for defining department vision and mission is illustrated in the process flow diagram below.

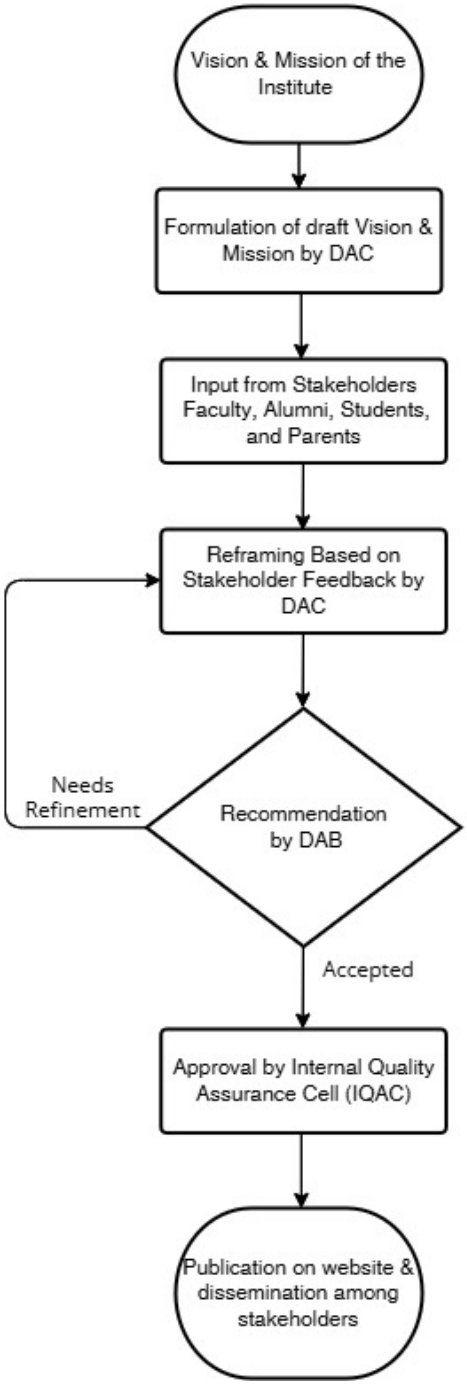

Figure: Process Flow for Framing of Department Vision & Mission

PROGRAM EDUCATIONAL OBJECTIVES (PEOs), PROGRAM OUTCOMES (POs) & PROGRAM SPECIFIC OUTCOMES (PSOs)

DEFINITION

Program Educational Objectives (PEOs):

Program Educational Objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.

Program Specific Outcomes (PSOs):

Program Specific Outcomes are statements that describe what the graduates of a specific engineering program should be able to do.

Program Outcomes (POs):

Program Outcomes describe what students are expected to know and would be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire as they progress through the program.

The Process for defining the PEOs

PEOs are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.

- Knowledge, Skill and Attitude are the three behavioral elements based on which PEOs are constructed.
- PEOs describe the career and professional accomplishments that the program is preparing graduates to accomplish after 3 to 5 years of graduation.
- PEOs are promises made by the institute to the stakeholder (Employers, students etc)
- PEOs should be measurable, appropriate, realistic, and achievable

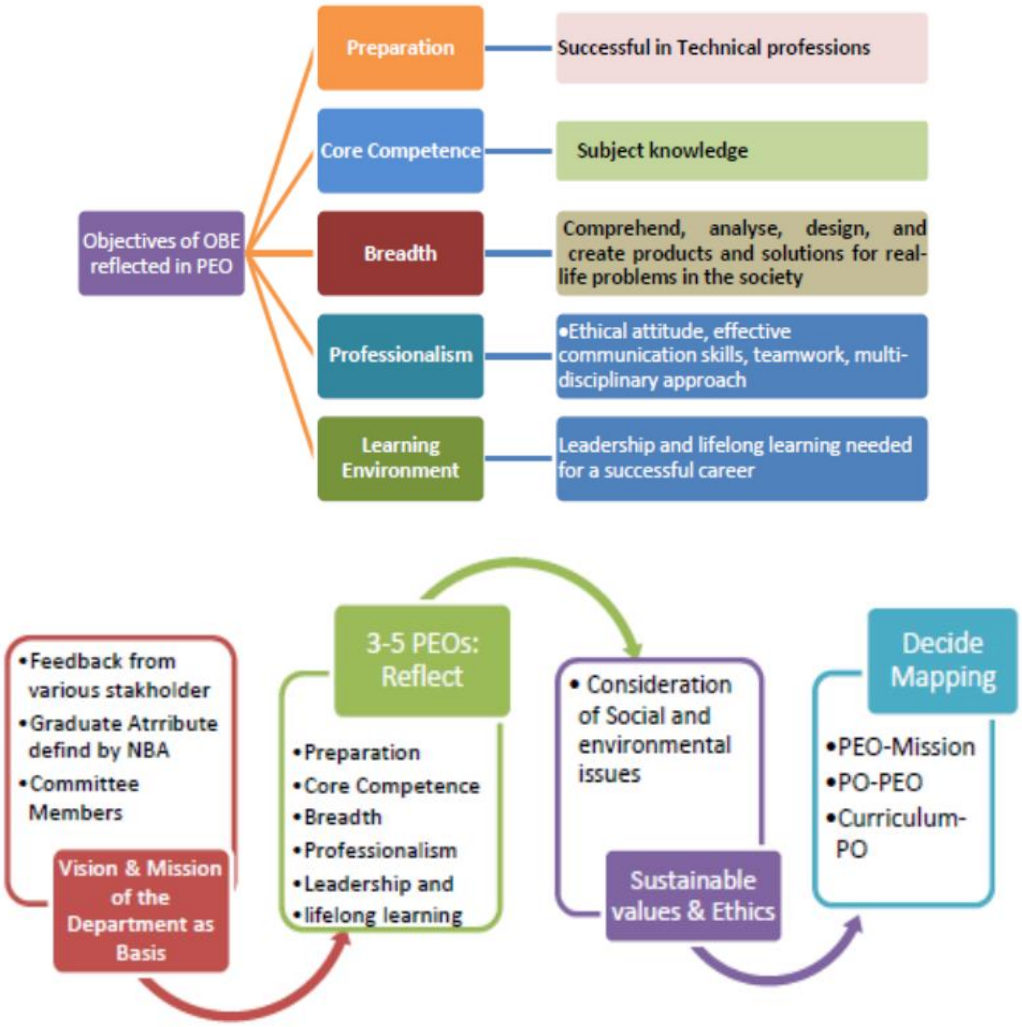

Figure: Process flow for defining and mapping of department PEOs

The PEOs are established through the following steps:

Step 1: The 3-5 PEOs are initially defined considering the following:

- Vision, mission statements of the institute and department, Program Outcomes (POs)
- Feedback from alumni (those who have 2 years of experience after graduation) and industry requirement
- Expectations of parents/aspirants of the program.
- The placement record of the graduates from the Training and Placement cell and higher education records.
- Program Curriculum

Step 2: The PEOs defined are discussed with the faculty, students, alumni, parents, departmental advisory board and members of DAC. The feedback from all of them is considered for refining the same.

Step 3: The PEOs from **step 2** are put before IQAC and departmental advisory board for discussion and feedback. Once the advisory board and IQAC approve the PEOs, they will be published and disseminated.

Step 4: Attainment of the stated PEOs is checked through surveying views of employers of our students and alumni. Their views are considered while modifying PEOs in next cycle.

The process for defining department PEO is illustrated in the process flow diagram.

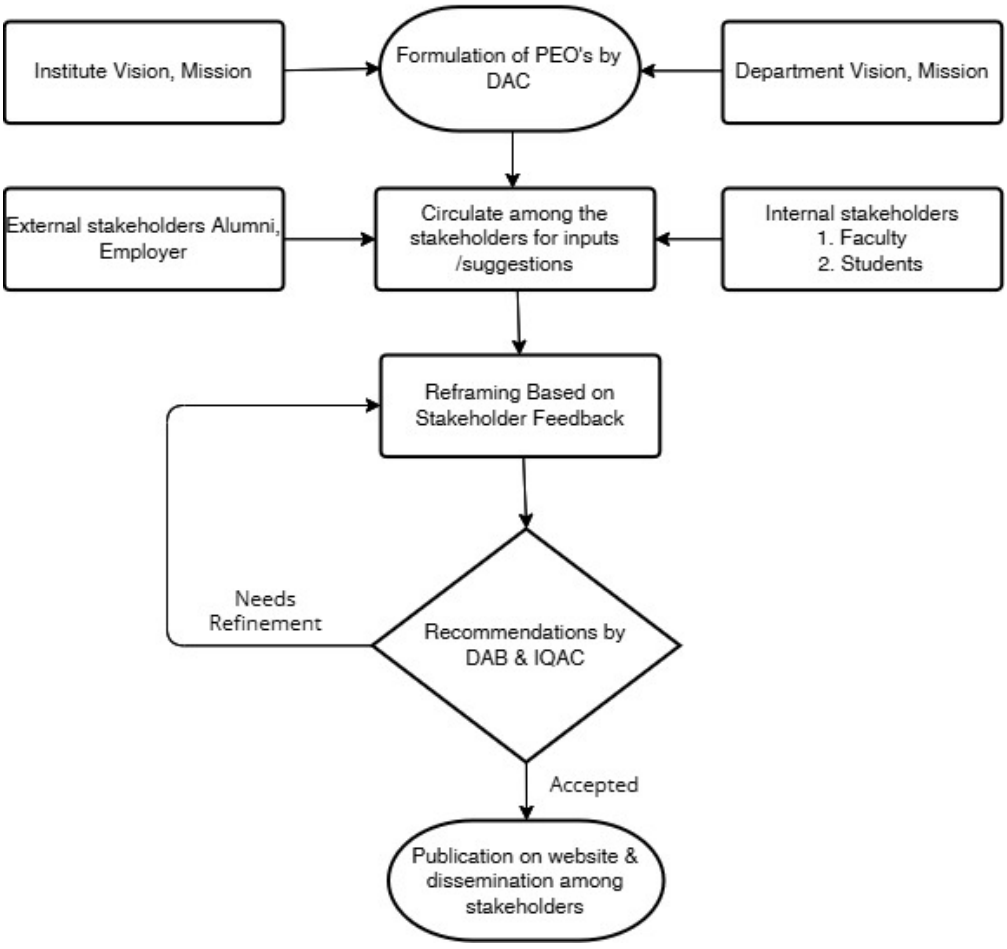

Figure: Process Flow for Framing of Department PEO's

Mapping Mission statements with Program Educational Objectives

- The program educational objectives (PEOs) should fall in line with the Mission statements. The DAC of the department is to establish consistency of the PEOs with the Mission of the department.
- There are distinct elements of the mission statements such as academic development, industrial & social needs, human potential development etc.
- These key elements capture some key aspects of the PEO statements. On the basis of this, the correlation is established between PEOs and such distinct elements of mission statements, the correlation is quantized the correlation levels need to be entered as 1 or 2 or 3.
- “1” means that the correlation is low or slight, “2” means that the correlation is moderate or medium and “3” means that the correlation is substantial or is very high.
- To ensure proper alignment of the Mission and PEO, the following table must be prepared by gathering inputs from various stakeholders. A justification for the mapping should also be provided.

Mission statements	M1:	M2:	M3:	M4:
PEO1:				
PEO2:				
PEO3:				
PEO4:				

The Process for Defining Program Specific Outcomes (PSOs)

Purpose: Identify department-specific skills or competencies students should possess upon graduation.

- Program Specific Outcomes are statements that describe what the graduates of a specific engineering program should be able to do.
- PSOs characterize the specificity of the core courses of a program.
- The POs are important as a guideline when developing or revising the course outcomes.
- PSOs are defined based on the Centre of Excellence of the Department.
- Generally, 3 to 4 Program Specific Outcomes (PSOs) that the graduates of the program will attain should be defined for each department.

Program Outcomes (POs):

- Program outcomes are statements that describe what students are expected to know and be able to do upon graduating from the program.
- These relate to the skills, knowledge, analytical ability, attitude, and behavior that students acquire through the program at the end of 4 years.
- The POs essentially indicate what the students can do from the knowledge acquired by them during the program.
- As such, POs define the professional profile of an engineering graduate. NBA has defined the following 12 POs for an engineering graduate and are applicable to all engineering programs:

Program Outcomes (POs) defined by NBA (Graduate attributes)

PO1. Engineering Knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

PO2. Problem Analysis: Identify, formulate, research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

PO3. Design/Development of Solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

PO4. Conduct Investigations of Complex Problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

PO5. Modern Tool Usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.

PO6. The Engineer and Society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

PO7. Environment and Sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

PO8. Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

PO9. Individual and Team Work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

PO10. Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

PO11. Project Management and Finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

PO12. Life-Long Learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

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AIT/IQAC/2024-25/SOP-2

Standard Operating Procedure (SOP) for Stakeholders Feedback Process and Mechanism

Preamble

Acharya Institute of Technology always strive to focus towards providing quality education and good ambience. With the objective of achieving the same, the institute has implemented a well-designed feedback mechanism which involve valuable feedback from stakeholders including students, alumni, teachers and employers in every academic year. To encourage a "Go-Green" initiatives the online feedback forms for every stakeholder is created and circulated. After collecting the valuable feedbacks the same has been analyzed and subsequent action has been taken for overcoming the lacuna if any. The details of the stakeholder feedback are discussed below.

A. Stake Holders

1. **Internal Stakeholders**

   The institute believe in giving highest priority to students and faculties who are in direct concern of complete teaching-learning and ambience. They derived as the internal stakeholders and their feedback always being valued for continuous improvement process.

2. **External Stakeholders**

   Our institute always keen to take a review from external stakeholders like alumni and employers who are presently not in direct concern with the academic performance and college ambience but whose feedback would definitely help in improving the same.

   In order to take feedback about the performance of our graduated who are working in various companies, we circulate the employer feedback form among the students and request them to let their employer give the valuable feedback about their performance

which is a direct output of quality teaching. The employer feedback is very helpful to the institute as it directly reflects the standard of teaching and training given to the students to make them technically and ethically sound.

In the same way alumni are those who have actually gone through all the know-how of the institution. Every year we take feedback from the alumni and ask them to give suggestions which help us to improve in any of the way.

B. Objectives of the Feedback Collection Mechanism

- To formulate a well-designed feedback system.
- To systematically collect the feedbacks from all the stakeholders.
- To review and analyse the complete feedback collected.
- To prepare a plan of action and take the actions for those parameters who are not matching the standards.
- To initiate the action for quality improvement.

C. Feedback Committee

As collecting feedback and preparing the action plan implementing the suggestion is not a one day and one-man process, a well-organized feedback mechanism have been planned under IQAC and close supervision of Principal. Members of IQAC, HOD's and faculty coordinator collaborate together for smooth functioning of all the feedback activities.

FEEDBACK MECHANISM

Every academic year the institute follows below feedback process.

- Institute have a ERP system on which at the start and end of every academic session (Semester -formative and summative) the students have to give their feedback regarding ambience and academics/TLP.

- Similarly, Google forms containing the well-designed questionnaire (On Curriculum) for each stakeholder i.e student, teacher and alumni is prepared separately and circulated through proper channel to the stakeholder.
- Regarding Employer feedback the employer feedback form is circulated to Placement officer & department TPOs to get the review from the employer.
- The collected feedbacks are then analysed department-wise and at institute level and Action Taken Report (ATR) are prepared and submitted to IQAC and principal.IQAC gives direction about the plan of action regarding implementation of suggestions given by the stakeholders for quality improvement.

Feedback is collected from below stakeholders.

1. Student
2. Faculty
3. Alumni
4. Employer
5. Parent

Students Feedback on Curriculum and Teaching Learning Process

As a part of monitoring the syllabus coverage along with the student feedback process the IQAC coordinator and dean academics will takes the review from the students by personally visiting the classes and attending lectures of the faculty and give subsequent advice to the faculty for their improvements.

The feedback collected personally and through online via ERP system is then discussed with the heads and the plan of action is the prepared under closed supervision of Principal and dean academics with the involvement of Heads of the department.

Student's Feedback on Faculty

The students feedback on faculty including completion of syllabus, preparation of lectures by teachers, delivery of lectures, approach of teacher towards problem solving, teachers' participation in organising guest lectures, expert lectures for enhancing leaning, teachers approach towards guidance for employability, social and other relevant issues etc. has been collected at department level. The feedback is recorded in ERP system at central level for every individual faculty twice in a semester (Formative and Summative).

The feedback is communicated confidentially to the Head of the department and the HOD will individually call the subject teachers for review of the percentage feedback they received. This will give good opportunity to the teacher to upgrade themselves in teaching learning process for quality improvement. More than 85% of the teachers usually get more than 80% of the average feedback. Those teachers who fails to achieve the good percentage feedback are then intimated to prepare well and guided to improve their performance by HOD and Principal.

Feedback from Faculty

Considering the most significant part of institutions, the feedback is also collected from the faculty. Teachers are the pillars of a quality education and their suggestion will always give a good academic height to the institution. The institute every year take the valuable feedback from the faculties to give their view on academic growth and the college ambience. Some major points of focus in the feedback are:

- Usage of ICT tools while delivering lectures.
- Adequacy of syllabus for academic development.

- Library, internet and Wi-Fi facilities provided.
- Institute approach for encouraging experiential learning, FDP, STTP etc.

Student Exit Survey

Every Year the students who are passing out the college after completion of their graduation are require to fill the survey form to share their views about their level of satisfaction with the institute. The offline forms are collected from the students when they came to collect their mark sheets. This survey focus on collecting opinion from the students on some points including,

- Syllabus and quality of Teaching.
- Teaching Learning method adopted.
- Employment centric activities.
- The guidance received for employment/ Higher studies/ entrepreneurship.
- How well the extracurricular activities are incorporated.

Alumni Feedback

The valuable feedback from the pass out graduates will always influence the institution's overall growth. We follow the practice of taking feedback from the alumni whenever they visit the college. Every year the feedback also collected through google forms. Similarly, the alumni meet is organized where students come voluntarily to give their suggestions, thoughts and experience with the teachers and college authorities.

Employer Feedback

Employers are the means through which the institute can validate its academic reputation. The feedback forms through TPO are forwarded to the students where they take the feedback from

their employer regarding their performance in the company/organization. The feedback questionnaire majorly focuses on:

- Technical and communication skills of our students.
- Student's approach towards problem solving.
- Student's approach towards collaboration with team members.
- Overall ethical and social values.

The feedback collected will definitely provide the good opportunity to the institute to learn the drawbacks and shortcomings in the complete teaching-learning process.

Parents Feedback

The institute believe in taking valuable feedback from Parents too. Every year the parents meeting is organised at departmental level where the parents are required to share their insight and review about the college. Some of the points to be focussed as follows:

- Infrastructure facility provided by the college.
- Teaching-Learning facilities and Library.
- Approach of teaching staff to mentor students.
- Academic and other discipline.

Table I. Represents the gist of complete Feedback Mechanism Implemented by Institute.

Feedback Process	**Remarks**
Feedback Collection	Collected through Google Forms, ERP system and Feedback forms.
Feedback Receivers	Stakeholders: 1. Student : Faculty Co-ordinator 2. Alumni : Faculty Co-ordinator 3. Employee : Principal 4. Employer : TPO and Dept. TPOs 5. Parents : Parents meet In- Charge 6. Student Satisfaction Survey (SSS): IQAC
Frequency of Feedback Collection	Once in a Year (only student feedback is twice in semester)
Metric Used for Analysis	5 scale metrics (Poor to Excellent)
Target	80 % of Excellent + Good
Action Taken	By formulating overall feedback and targeting those parameters which do not meeting the threshold value i.e 80%

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AIT/IQAC/2024-25/SOP-3

Standard Operating Procedure for Academic and Administrative Audit (AAA)

PREAMBLE:

Acharya Institute of Technology (AIT) is committed to delivering excellence in education by adhering to the highest standards of academic and administrative quality. To achieve this, the institution aligns its practices with the benchmarks established by the National Assessment and Accreditation Council (NAAC), which provide a framework for ensuring quality at various levels of higher education.

The **Internal Quality Assurance Cell (IQAC)** at AIT plays a pivotal role in identifying and achieving these benchmarks by fostering a culture of continuous improvement. IQAC contributes significantly to enhancing the quality of academic, administrative, and extracurricular activities, ensuring alignment with the institution's vision and mission.

Recognizing the importance of self-assessment and peer evaluation, AIT emphasizes regular **Academic and Administrative Audits (AAA)**. These audits are essential to evaluate the effectiveness of processes, assess performance, and identify areas for improvement. External academicians and peer reviews provide valuable insights and suggestions, encouraging the faculty and administration to strive for excellence.

AIT firmly believes that academic excellence is intertwined with a robust administrative framework. The institution is dedicated to creating a quality-oriented academic environment supported by efficient administrative processes, ensuring a holistic approach to institutional development and stakeholder satisfaction.

Academic Audit: A **scientific and systematic review** of the quality of academic processes within an institution, aimed at ensuring and enhancing the overall quality of academic activities. It focuses on **quality assurance** and continuous improvement in teaching, learning, and evaluation practices in Institutions.

Administrative Audit: A process of evaluating the **efficiency and effectiveness** of administrative procedures. It involves assessing the **policies, strategies, and functions** of

various administrative departments, as well as monitoring and controlling the overall administrative system for optimal performance.

Objectives

1. **Quality Assurance and Continuous Improvement:** Ensure the implementation of effective quality assurance mechanisms to deliver quality education and promote continuous improvement in academic and administrative processes.
2. **Strengths, Weaknesses, and Reforms:** Identify strengths, weaknesses, and bottlenecks in the existing systems, and recommend academic, administrative, and examination reforms for better efficiency.
3. **Optimal Resource Utilization:** Evaluate the adequacy and optimal use of financial, human, and physical resources to enhance institutional effectiveness.
4. **Alignment with Quality Standards:** Suggest strategies for continuous quality enhancement aligned with NAAC,NBA and other accreditation bodies' criteria.

Focus of Academic and Administrative Audit

1. **Teaching-Learning and Evaluation:**
   - Examine teaching methodologies (conventional and innovative), student learning processes (formal and informal), and assessment methods for life skills and career readiness.
2. **Defining Quality through Learning Outcomes:**
   - Map and align Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) with learning objectives to ensure quality education.
3. **Promoting Research Culture:**
   - Foster a quest for knowledge creation and encourage a research-oriented mindset.
4. **Teamwork and Accountability:**
   - Encourage collective responsibility, accountability, and the sharing of knowledge and resources.

5. **Evidence-Based Documentation:**
   - Maintain detailed records of programs, activities, and achievements to support decision-making and quality assurance.
6. **Continuity and Consistency:**
   - Ensure alignment with the institution's vision and mission to sustain consistent and continuous growth.
7. **Best Practices Implementation:**
   - Adopt and apply practices best suited to the institution and its departments to enhance quality.
8. **Community Orientation and Public Perception:**
   - Strengthen campus-community interactions and maintain a positive image through societal engagement.
9. **Alumni and Placement:**
   - Leverage alumni and placement activities as key contributors to the institution's reputation and growth.
10. **Continuous Improvement:**
    - Strive for ongoing enhancement of students, faculty, and institutional development through quality initiatives.
11. **Good Governance:**
    - Maintain a clearly defined hierarchy, transparent administrative practices, HR policies, financial management, and an effective grievance resolution mechanism.
12. **Stakeholder Satisfaction:**
    - Meet the expectations of stakeholders, including students, parents, staff, statutory authorities, and the broader community.

Formation of File Management Framework:

The Internal Quality Assurance Cell (IQAC) ensures the efficient organization and uniformity of administrative and academic file management across departments, aligning with the requirements of NAAC (National Assessment and Accreditation Council) and NBA (National Board of Accreditation). The process includes:

1. **Preparation of File Lists:**
    - IQAC prepares a comprehensive list of files to be maintained at the department level, covering academic and administrative aspects.
    - The list is aligned with the criteria and guidelines prescribed by NAAC and NBA for accreditation purposes.
2. **Uniformity in File Management:**
    - IQAC ensures that the file management practices across all departments are consistent and standardized.
    - Templates, formats, and guidelines for file maintenance are developed and shared to ensure clarity and uniformity.
3. **Academic File Categories:**
    - Course Files: Details of lesson plans, CO-PO mapping, assessments, and learning outcomes.
    - Student Records: Attendance, exam results, projects, internships, and placement details.
    - Faculty Files: Profiles, workload, research activities, publications, and faculty development programs.
4. **Administrative File Categories:**
    - Departmental Meetings: Minutes of meetings, circulars, and notices.

- Resource Management: Infrastructure utilization, budgets, and annual maintenance reports.
- Stakeholder Feedback: Alumni surveys, exit surveys, parent feedback, and employer evaluations.

5. **Review and Implementation:**
   - The list of files is communicated to the Principal for review and approval.
   - After approval, it is circulated to all departments for implementation.
6. **Regular Updates:**
   - Departments are required to regularly update and maintain the prescribed files.
   - IQAC conducts periodic reviews to ensure compliance and uniformity.

By implementing this process, IQAC not only facilitates effective file management but also ensures readiness for accreditation processes, fostering transparency, accountability, and quality assurance across the institution.

Audit Process

The Academic and Administrative Audit (AAA) process at the institution is a systematic evaluation framework designed to ensure quality and continuous improvement across all departments. The internal **administrative and academic audit** of the department is conducted yearly once by IQAC.

The steps involved are as follows:

1. **Preparation and Planning**:
   - Formation of an audit committee comprising internal and external members, including experts in academic and administrative domains.
   - Define the objectives, scope, and methodology of the audit.
   - Prepare an audit schedule and inform departments.

2. **Conducting the Audit**:
    - The peer team/experts visit the departments according to the schedule, accompanied by the respective HoDs.
    - Academic and Administrative files are verified
    - Review teaching-learning processes, research activities, evaluation methods, resource utilization, governance structures, and best practices.
3. **Report Preparation**:
    - Prepare an Audit Report highlighting findings, strengths, weaknesses, and areas for improvement.
    - Include actionable recommendations and timelines for implementation.
    - The report is submitted to the IQAC within one week of the audit.
4. **Feedback and Discussion**:
    - IQAC shares the audit findings with principal
    - Encourage feedback and suggestions to address identified gaps.
5. **Follow-Up and Reassessment**:
    - Schedule a follow-up audit to assess the implementation of recommendations and the impact of changes made.
    - Ensure continuous improvement and alignment with institutional goals.

This process ensures that the institution maintains and enhances its academic and administrative quality while fostering transparency, accountability, and excellence.

Roles and responsibilities of Audit Panel Members and Audit Coordinator

The Audit Committee members play a crucial role in ensuring the effectiveness of the Academic and Administrative Audit (AAA) process. Their responsibilities are structured to maintain transparency, accountability, and quality enhancement across the institution.

1. **Pre-Audit Responsibilities**
    - Collaborate with the IQAC to define the scope, objectives, and schedule of the audit.

- Familiarize themselves with institutional policies, NAAC/NBA guidelines, and the audit framework.
- Review the lists of academic and administrative files to be maintained by departments and faculty.

2. **Training and Briefing**
   - Attend preparatory meetings organized by the IQAC and Principal to understand the audit process.
   - Review checklists, templates, and formats for conducting audits.
3. **Audit Execution Responsibilities (Evaluation of Departments)**
   - Conduct audits as per the approved schedule, ensuring thorough evaluation of academic and administrative processes.
   - Interact with Heads of Departments (HoDs), faculty, staff, and students to gather insights.
   - Assess file maintenance, CO-PO-PSO attainments, resource utilization, and implementation of best practices.
   - Verify the accuracy and completeness of records, files, and evidence maintained by departments.
4. **Post-Audit Responsibilities (Reporting)**
   - Prepare a detailed audit report highlighting strengths, weaknesses, opportunities, and challenges (SWOC).
   - Provide actionable recommendations for improvement in academic and administrative functions.
   - Submit the report to the IQAC within the stipulated time.
   - Provide constructive feedback and suggestions to encourage best practices and quality enhancement.
5. **Monitoring and Follow-Up**
   - Monitor the implementation of audit recommendations and ensure corrective actions are taken.

- Participate in follow-up audits to review progress and assess the impact of improvements.

6. **Ethical and Professional Conduct**
   - Maintain confidentiality and impartiality during the audit process.
   - Ensure fairness, transparency, and adherence to institutional and regulatory standards.

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ANNEXURE -1

LIST OF ADMINSTRATIVE FILES

File. No.	File Name	Contents
1.	Vision, Mission, PEOs, POs, PSOs	1. Process Document for defining (Dept. Vision, Mission, PEOs and PSOs)
		2. Institute Vision, Mission, Quality policy, Core values
		3. Department Vision, Mission, POs, PEOs and PSOs
		4. Mappings (PEOs to Mission)
		5. Proofs for Stakeholders involvement
		6. Proofs of Dissemination
2.	Academic Programs	1. University Curriculum (Scheme & Syllabus)
		2. Curriculum Gaps Identification (Process)
		3. Curriculum Gaps (Scheme wise)
		4. Strategy to address the Gaps
3.	Affiliations & Norms	1. AICTE approvals (5 years)
		2. VTU approvals (5 years)
		3. Research Centre approvals (5 years)
		4. 2(f) & 12(b) Certificates
4.	Accreditation	1. NBA Communications
		• Pre-qualifier (Copy)
		• Self-Assessment Report (SAR)

File. No.	File Name	Contents
		• Copy of NBA Results
		2. NAAC Communications
		• NAAC Certificate of previous cycle.
		• Self-Study Report (SSR) of Present and Previous cycle
5.	Calendar of Events	1. University Calendar of Events (Last 5 Academic Years)
		2. Academic Calendar (Institute) (Last 5 Academic Years)
		3. Academic Calendar (Department) (Last 5 Academic Years)
6.	Admissions	1. CET, ComedK cut-off ranks for the dept. Year wise
		2. Student Admission list • Level (1)- Number of students admitted year wise including lateral entry. • Level (2)-Segregation- Gender (Boys & Girls), Admission Quota (CET, ComedK, SNQ, Lateral Entry, Mgmt.), Diversity (Karnataka, Non-Karnataka) • Level (3)- Name and details (USN, Email-Id, Mob Number) of the students.
		3. Enrolment percentage (Year wise)
		4. Analysis report of increase or decrease of admission year wise of the dept.
7.	Faculty Details	1. Sanctioned Post as per Cadre and comparison table of Sanctioned and Actual Post Cadre wise
		2. Student-Faculty Ratio
		3. List of faculty Year wise with details (Employee Id, Designation, Qualification, DOJ, Experience)
		4. Faculty Profile (ERP Profile, UG, PG & Ph.D. certificates)

File. No.	File Name	Contents
		5. Faculty Appointment Order(s) and Experience Letters
		6. Faculty Promotion Letters(s) of Previous Years
8.	Visiting Faculty / Professor of Practice (POP)	1. List of visiting faculty Year wise
		2. Resume/Profile
		3. Teaching or Research details
9.	Supporting Staff (Non-Teaching)	1. List of Non-Teaching staff Year wise (5 Years)
		2. Profile (ERP Profile, Certificate of highest qualification)
		3. Appointment Order(s) and Experience Letters
		4. Promotion Letters(s)
10.	List of Students (UG/PG)	1. List of Students (Year wise 2nd year, 3rd year and 4th year) for 5 years (Year Back students to be highlighted) • Student details (Statistics) • Categories (SC, ST & OBC) • No of Male/ Female Students • No of Karnataka/Non-Karnataka students • List one time exit students
		2. List of students (Lab batch list)
11.	Foreign Students	1. List of Foreign Students Year wise
		2. Visa details
12.	List of dropouts	1. List of drop outs year wise
		2. Related Letters/ University Letter
13.	Course Allocation & Time	1. Work load Calculation

File. No.	File Name	Contents
	tables	2. Process of Allocation of Faculty for course (Document/ Flowchart)
		3. Course Preference from faculty
		4. Course allocation
		5. Class Time-table semester wise (5 years)
14.	Department Budget	1. Budget Policy/ Process Document
		2. Department Budget Estimation
		3. Proof for Budget Approval
		4. Utilization (Invoices)
15.	Departmental Advisory Board (DAB)	1. Composition, Roles and responsibility
		2. Meeting Circular/Agenda -Year wise
		3. Minutes of Meetings (MOM) -Year wise
		4. Action Taken Reports (ATR) -Year wise
16.	Departmental Academic Committee (DAC)	1. Composition, Roles and responsibility
		2. Meeting Circular/Agenda -Year wise
		3. Minutes of Meetings (MOM) -Year wise
		4. Action Taken Reports (ATR) -Year wise
17.	Faculty Council (FC)	1. Meeting Circular /Agenda -Year wise
		2. Minutes of Meetings (MOM) -Year wise
		3. Action Taken Reports (ATR) -Year wise

File. No.	File Name	Contents
		4. List of Class Teacher Section wise and Semester wise
18.	Council of Class Representatives (CCR)	1. Process document / Flow Chart for identifying CR
		2. List of Class Representatives-Year wise
		3. Meeting Circular/Agenda -Year wise
		4. Minutes of Meetings (MOM) -Year wise
		5. Action Taken Reports (ATR) -Year wise
19.	Administrative and Academic Audits by DAC / IQAC	1. Audit Process • DAC Audit Process Document • IQAC Audit SOP
		2. Audit Circular and Schedule
		3. Audit Report(s) • DAC Audit Reports (Phase-1 and Phase -2 per Semester) Year wise • IQAC Audit Reports Year wise
		4. Actions Taken Report (ATR)
20.	Content beyond Syllabus	1. Augmented Content /Additional topics taught (semester wise / course wise list)
		2. Learning Material for Augmented content
		3. Augmented /Additional Laboratory Experiments
		4. Guest Lectures Reports
21.	Internal Assessment	1. CIE Conduction Process Document
		2. Proof for CIE Conduction • IA Schedule / Circular • IA Timetable • Invigilation duty details • IA Attendance details

File. No.	File Name	Contents
		3. Question Papers & Schemes
		4. Assignments & Schemes
		5. IA marks sent to VTU (Final)
22.	Mentoring	1. Process document / SOP / Policy
		2. Allocation of Mentor- year wise
		3. List of students with Mentors- year wise
		4. Mentor Meeting reports- year wise
		5. Impact Analysis
23.	Identification and Support to Slow learners and fast learners	1. Identification Process for slow and fast learners
		2. Slow Learners • List of slow Learners • Strategies • Proofs of Support extended to Slow Learners • Impact analysis
		3. Fast learners • List of fast Learners • Strategies • Proofs of Support extended to fast Learners • Impact analysis
24.	Value Added Programs (VAP) and MOOC courses	1. Value Added Programs
		• List of Value-Added Programs
		• Report (Circular, Brochure, Geotag Photos, Attendance and Feedback)
		• Participation Certificates
		2. MOOC courses Details • List of students with MOOC courses Details • MOOC course completion Certificates

File. No.	File Name	Contents
25.	Student Scholarships	1. Scholarship / Free ship details under different schemes (Year wise) • Government/Non-government and Management
		2. List of students with scholarship / Free ship details
		3. Proof of Scholarship / Free ship details
26.	Student Projects	1. Process Document (For Group formation, Allocation of Guides, Monitoring of Progress and Evaluation)
		2. List of project details year wise with domain specific segregation
		3. Project Mapping to POs & PSOs
		4. Proof of Project Outcomes (Publication / IPR / Project contest / Grants)
		5. List of Best Projects
		6. Project Exhibition details
27.	Rubrics	1. Rubrics • Project Evaluation (mini and major) • Technical Seminar Evaluation • Internship Evaluation • Laboratory Evaluation
		2. OBE Manual
28.	Industry Institute Interaction	1. List of MOUs and their activities -Year wise
		2. List of Collaborations* and their activities -Year wise **Collaboration means Joint Programs without MOU*
		3. Industry Enabled Labs /COE and their activities
		4. List of Invited Talks and reports

File. No.	File Name	Contents
		5. List of Industrial Visits and Reports
		6. Internships Details (List of students with certificates)
29.	Students Performance(Academic)	1. University Result Analysis (Semester wise)- For 5 Academic Year
		2. No. of students who have successfully graduated in 4 Years with and without backlogs (Batch wise) (As per NBA format)
		3. Academic Performance in First Year (As per NBA format)
		4. Academic Performance in Second Year (As per NBA format)
		5. Academic Performance in Third Year (As per NBA format)
		6. University Ranks year wise
30.	Placements & Training	1. Placement Policy
		2. Placement details Year wise • No of students placed / Higher studies / Entrepreneur • Minimum, average/median and Highest Package • Placement Percentage • No of companies visited along with list
		3. List of students (With company & salary package) Year wise
		4. Appointment orders and proofs for entrepreneurs
		5. Training details (Soft skills + Domain) • Schedule • Training content • Reports
31.	Higher Studies	1. Higher studies Details year wise
		2. List of Students Pursuing Higher Studies

File. No.	File Name	Contents
		3. Proof of Competitive Exams • Gate/TOEFL/GRE score card • Admission details
		4. Career Guidance activities and Guidance Competitive Examination reports
32.	Student Achievements (Co-Curricular & Extra-curricular activities)	1. Awards & Recognition- List and certificates (Year wise) • Technical competitions • Sports • Cultural
		2. Event participation within institute and outside institute-Year wise • Participation Proof (Certificates)
33.	Professional Activities	1. Professional Society/Chapter details • List of Students Members (Year wise) • List of Faculty Members (Year wise) • Activities conducted Report (Year wise)
		2. Student Forum Details • Activities Conducted Reports (Year wise)
34.	Publications (other than research)	1. Department Magazines / News Letters
		2. Books / Lab Manuals
35.	Innovative and Best Practices by faculty in TLP	1. Experiential Learning (Industrial Visit, Project based learning, Case Study, etc.,)
		2. Participative Learning (Role Play, Collaborative Learning, Poster Presentation, Model Based Learning, etc.,)
		3. Problem-Solving method (Flipped Classroom, Individual Assignment, etc,)
		4. ICT (Alive, Simulation Software, Tool-based Learning, etc,)
36.	Faculty Development	1. List of Teaching and non-teaching staff participating in (year wise) • FDP / MDP / Workshop / Training certificates • International / National Conference certificates

File. No.	File Name	Contents
		2. Online Courses (MOOC /NPTEL) Certificates (Year wise)
		3. Offline courses Certificates (if any)
		4. Financial support to attend FDP / MDP / Workshop / Training / Conferences / Online Courses / Offline Courses (Year wise) • Approval letters (Permission / OD), Receipts, Bills and Report
37.	Research & Development	1. R & D Policy of the Institute • Research Publication (Research Article, Research Paper, Books and Book Chapters) • Research Grants (Government and Non-government) • IPR (Copy rights and Patents)
		2. Research Centre details • University Approval • List of facilities • List of equipment's
		• Details of Guides (Within Institute and Outside Institute)
		• Details of Scholars and Ph.D. Status (Within Institute and Outside Institute)
		• Details of Publications by Research scholars
		3. Department Research Publications Details
		• Publication by Faculty • National / International journals • National / International Conferences
		• H-Index and Citation of faculty
		• Publication by Students
		• Analysis report of quality of Research Publication (No of Q1 / Q2 / Q3 / Q4 journals impact factor)

File. No.	File Name	Contents
		4. Research Projects • Grants received • Research Projects applied
		5. IPR Details • Copyrights • Patents • Trademarks
38.	Consultancy	1. Project Title
		2. Funding Agency (Govt or Non-Govt)
		3. Details (PI, Co-PI, Amount, duration and Utilization Certificate) (Enclose all relevant bills and receipts)
		4. Project Report (Status / Partial / Completion)
39.	Faculty Feedback by students (TLP feedback)	1. Feedback reports (Course wise, Semester wise)
		2. Action taken report
40.	Faculty Performance Appraisal	1. Policy / Procedure
		2. FARM of faculty year wise
		3. Action taken report
41.	Faculty Awards and Recognitions	1. Faculty awards and Recognition certificates
		2. Appointment letters of BOE / BOS / Academic Senate / LIC / Executive Council of University
		3. Member of Editorial Board of journals (Proof)
42.	Faculty interaction with outside world	1. Chairing conferences (Proof)
		2. Delivering talks / Judges in competition / Eminent Speakers proofs
		3. Examination Work (Appointment Orders) • QP setting / External DCS / Squad Duty

File. No.	File Name	Contents
		(Appointment Orders) • Ph.D. viva Voce / Doctoral committee (Appointment Orders)
		4. Reviewers for journals (Proof)
43.	Extension Activities	1. List of NSS / Outreach activities Year wise
		2. NSS / Extension activities Report
		3. Details of students participating in extension activities
		4. Impact of Activities
		5. Awards / Certificate / Recognition Letter for Activities (If Any)
44.	Institute-Institute Interaction	1. Collaboration Letter
		2. Projects handled / Joint Publications
		3. Invited Talks (PPT) and Proof
45.	Parent Teacher Interaction	1. Meeting Notification / Circular with Agenda
		2. Minutes of the Meeting (MOM)
		3. Action Taken Report (ATR)
46.	Interaction with Alumni	1. Alumni Registration Details
		2. Alumni meet details (Year wise)
		3. Activities under Alumni Interaction • List of activities Year wise • Activity Report • Alumni fund
		4. Eminent Department Alumni (Year wise)
47.	Feedback from Stake	1. Parents feedback report and ATR

File. No.	File Name	Contents
	holders	2. Employers survey report and ATR
		3. Exit survey report and ATR
		4. Alumni feedback and ATR
48.	Infrastructure	1. Classrooms Details & Facilities
		2. Laboratories Layout & Facilities
		3. Laboratories Utilization (Lab time table) and Sharing
		4. Computing facilities and software details (Purchased and Open Source)
		5. Investment made till date
49.	Departmental Library	1. List of book title, volume and author
		2. Library coordinator Details
		3. Log book
		4. SEE Question Papers course wise and semester wise
50.	Attainment of POs & PSOs	1. Assessment Process & Tools
		2. Recording of attainment
		3. Outcome analysis
51.	Continuous Improvement	1. POs & PSOs Attainment Levels and Actions for improvement
		2. Administrative and Academic Audit and actions taken (Academic Audit system / process and its implementation in relation to Continuous Improvement)
		3. Improvement in Placement, Higher Studies and Entrepreneurship. *Assessment is based on improvement in:* • *Placement: number, quality placement, core*

File. No.	File Name	Contents
		industry, pay packages etc. • *Higher studies: performance in GATE, GRE, GMAT, CAT etc., and admissions in premier institutions* • *Entrepreneurs*
		4. Improvement in the quality of students admitted to the program *Assessment is based on improvement in terms of ranks/score in qualifying state level/national level entrances tests, percentage marks in Physics, Chemistry and Mathematics in 12th Standard and percentage marks of the lateral entry students.*
52.	Circulars-VTU	University Circulars
53.	Circulars-AIT	AIT Circulars
54.	Circulars Department	Department Circulars
55.	Course File	Course Delivery Plan / Lesson Plan (As per format)
56.	Clubs and Committees	• List of clubs • List of committees *Formation, Activities and Reports*
57.	Best Practices	• Academics • Administration • Cultural and Sports • Best outgoing student process and details

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ANNEXURE -II

LIST OF ACADEMIC FILES

COURSE FILE CONTENT

Sl. No.	CONTENTS
1.	Vision, Mission of the Institute and the Department
2.	Program Educational Objectives
3.	Program Outcomes
4.	Program Specific Outcomes
5.	Academic Calendar
6.	Course Specific Documents
	a. Course & Coordinator Details. b. Student List/Batch List. c. Perquisite for the Course. d. Timetable – Personal, Class e. Course Objectives and Outcomes. f. CO-PO Mapping. g. Syllabus. h. Course Plan. i. Course Outcomes/Program Outcomes assessment methods j. CO-PO Attainment data. k. IA Question Paper and Scheme. l. Assignment/ Quiz/ Tutorial Sheets with Scheme. m. Course Materials/Lab Manual. n. University Question papers. o. Sample Copies of IA Books, Assignment, Tutorial sheets/Lab Observation Copy, Lab Record. p. Attendance Register. q. Course end Survey Report. r. Semester End Examination (SEE) Result Analysis Report s. CIE (Continuous Internal Evaluation Data). t. List of fast and slow learners u. Report on support provided for fast and slow learners and impact analysis
7.	Course Instructor report with comments in continuous improvement.
8.	Self-Report on best practices followed: delivery methods, assessment methods, alternate assessment tools used.

Personal File Content

1. Updated Resume
2. Statement of Purpose (SOP) &Action plan
3. Copies of SSLC /Diploma/Degree certificates
4. Offer letter(s) – present and previous organization(s)
5. Appointment Order(s)/Contract order/Agreements – present and previous organization(s)
6. Experience certificate(s) and relieving orders (if applicable)
7. Promotion/Increment Order(s)
8. Copies of other Certificates (Knowledge up-gradation)
9. Workshops and Conferences attended (Attendance certificates)
10. Workshops and Conferences organized
11. Interaction with outside world
12. Administrative responsibilities at the Department/Institute/University levels
13. Performance appraisal by students/management/university – (Periodic review reports)
14. Memberships in professional bodies
15. Assignments at University/Institution/Department
16. R&D/Consultancy efforts
    a. List of the publications with abstract
    b. Details of research students
    c. Copies of Synopsis of Projects submitted and approved
    d. Copies of Invitations Memberships of Committees (Acharya)
    e. Copies of Invitations Memberships of Committees (External)
    f. WOS/Google Scholar/Scopus – citation details
17. Details of books (ISBN) and Instruction Manuals developed
18. Extension works
19. Honors and awards received
20. Copies of any corrective/disciplinary action(s) – office memo
21. Special Leaves record
22. Copy of Aadhar card, PAN card and Passport

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ANNEXURE-III

EXTERNAL/INTERNAL ACADEMIC AUDIT FORMAT

AIT/IQAC/2024-25/SOP-4

Standard Operating Procedure for Course Allocation among Faculty in the Department

Preamble

This **Standard Operating Procedure (SOP)** outlines the systematic approach for the allocation of subjects or courses among faculty members in engineering colleges. Effective course allocation is crucial for maintaining academic quality, ensuring faculty satisfaction, and fostering student learning outcomes.

The process is designed to align faculty expertise and preferences with course requirements, ensuring equitable workload distribution while considering institutional norms, faculty development goals, and student needs. By following this SOP, the department ensures transparency, consistency, and efficiency in course allocation, contributing to the overall academic and professional growth of both faculty and students.

Step-Wise Process for Subject/Course Allocation among Faculty in department

1. **Academic Planning and Departmental Meeting**
   - The Head of the Department (HoD) convenes a meeting with faculty members to discuss the academic plan for the upcoming semester (15 days before the closure of ongoing semester), including the list of courses to be offered and workload distribution.
2. **Gather Faculty Preferences**
   - Faculty members submit their preferences for subjects based on their expertise, interest, and experience in Google form/online mode.
   - Inputs are also considered regarding new courses, interdisciplinary subjects, or specialized areas that faculty are interested in teaching.

3. **Review Faculty Expertise and Workload**
    - The HoD reviews the academic qualifications, previous experience, and subject expertise of the faculty to ensure alignment with the requirements of the courses.
    - The workload is balanced to ensure fair distribution as per institutional norms and regulatory guidelines (e.g., VTU/AICTE).
4. **Prioritization Based on Experience and Competence**
    - Priority is given to senior faculty members for core and advanced subjects.
    - Newly hired or junior faculty may be assigned introductory courses or laboratory sessions to gain teaching experience.
5. **Consideration of Research and Administrative Roles**
    - Faculty members involved in research projects, administrative duties, or external engagements are assigned teaching responsibilities in accordance additional responsibilities.
6. **Interdisciplinary and Elective Courses**
    - For professional/open electives and interdisciplinary courses, faculty with relevant knowledge or certification are preferred.
    - Collaboration among departments may be considered for open electives requiring expertise from multiple domains.
7. **Preliminary Allocation and Feedback**
    - A draft allocation of courses is prepared and shared with the faculty for feedback.
    - Refinements in allocation of courses are made if valid concerns or conflicts are raised by faculty .
8. **Finalization and Approval**
    - The finalized course allocation is approved by the HoD and, if required, by the Academic Dean or Principal.
    - The list is communicated to faculty members and the timetable Coordinator for further planning and class time table preparation.

9. **Course Preparation and Handover**
    - Faculty members are given sufficient time for course file, teaching material preparation.
    - Access to course material, lab manuals, or reference resources is ensured.
10. **Periodic Review and Adjustments**
    - During the semester, adjustments may be made if unforeseen circumstances arise, such as faculty on leave, faculty resignation or course feedback requiring a change in teaching approach.

This step-wise process ensures transparency, fairness, and alignment of faculty assignments with institutional and academic goals.

Course Preference Form

The following google form is designed to gather faculty preferences for subject/course allocation. Faculty members are requested to fill out the google form accurately and submit it by the specified deadline.

Sample google form is enclosed below for reference.

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Course option for 2022-23 -Even Sem

The following are the Courses for 2nd ,4th,6th and 8th semester (B.E Programme) Even Sem 2022-23
Note: All the faculty members need to opt two preferential courses from

2nd ,4th,6th and 8th semester Semester compulsory

* Indicates required question

Name of the Faculty *

Your answer

Specialization *

Your answer

Expertise *

Your answer

2nd Semester Theory *

	Basic Electronics for EC Branch	Introduction to Electronics Engineering	Introduction to Python Programming	Innovation and Design Thinking	Introduction to Internet of Things (IOT)
Preference 1	○	○	○	○	○
Preference 2	○	○	○	○	○
Preference 3	○	○	○	○	○

TLP Best Practices and Innovative Teaching Methods, Augmentation for Preference 1 *

Your answer

TLP Best Practices and Innovative Teaching Methods, Augmentation for Preference 2 *

Your answer

TLP Best Practices and Innovative Teaching Methods, Augmentation for Preference 3 *

Your answer

4th Semester Theory Courses - 2021 Scheme *

	Digital Signal Processing(4 Credits) IPCC	Circuits & Controls (4 Credits) IPCC	Communication Theory (3 Credits)	UHV (1 Credit)
Preference 1	○	○	○	○
Preference 2	○	○	○	○

TLP Best Practices and Innovative Teaching Methods, Augmentation for Preference 1 *

Your answer

TLP Best Practices and Innovative Teaching Methods, Augmentation for Preference 2 *

Your answer

6th Semester Theory Courses - 2018 Scheme *

	18EC61 Digital Communication	18EC62 Embedded Systems	18EC63 Microwave and Antenna	18EC643 Data Structures using C++ (Professional Elective)	18EC644 Digital System Design using Verilog	118EC646 Python Applcatior Programmi
Preference 1	○	○	○	○	○	○
Preference 2	○	○	○	○	○	○
Preference 3	○	○	○	○	○	○

TLP Best Practices and Innovative Teaching Methods, Augmentation for Preference 1 *

Your answer

TLP Best Practices and Innovative Teaching Methods, Augmentation for Preference 2 *

Your answer

TLP Best Practices and Innovative Teaching Methods, Augmentation for Preference 3 *

Your answer

8th Semester Theory Courses - 2018 Scheme *

	18EC81 Wireless Cellular Communication/15/17EC WTE	18EC821 Network security	18EC823 Radar Engineering
Preference1	○	○	○
Preference 2	○	○	○

TLP Best Practices and Innovative Teaching Methods, Augmentation for Preference 1 *

Your answer

TLP Best Practices and Innovative Teaching Methods, Augmentation for Preference 2 *

Your answer

Laboratory Courses for all semesters and schemes *

	21ECL46 Communication Laboratory I	18ECL66 Embedded system Lab	18ECL67 Communication lab	Embedded C Basic (Ability Enhancement Course -1 Credit)	C++ Basic (Ability Enhancement Course -1 Credits)	L E
Preference 1	○	○	○	○	○	
Preference 2	○	○	○	○	○	

TLP Best Practices and Innovative Teaching Methods, Augmentation for Preference 1 *

Your answer

TLP Best Practices and Innovative Teaching Methods, Augmentation for Preference 2 *

Your answer

Submit Clear form

AIT/IQAC/2024-25/SOP-5

Standard Operating Procedure (SOP) for Slow and Fast Learners (Identification, Activities, Monitoring)

Preamble

This SOP outlines the process for identifying learning levels to support their academic progress and holistic development. In a diverse classroom environment, faculty encounter students with varying learning abilities—some grasp concepts quickly and excel, while others may require additional time and efforts. Hence, it is essential to assess the capabilities of each student. Based on these assessments, students are categorized into two groups: Fast learners and slow learners.

At Acharya Institute of Technology, the goal is to provide tailored support, ensuring that slow learners receive the necessary guidance and continuous attention, while Fast learners remain engaged through more challenging activities. Faculty members adopt flexible teaching methods that accommodate the needs of both groups, ensuring that no student is left behind, and all have opportunities to grow and thrive.

Slow and Fast Learners:

Slow learner means those who could not keep pace with the classroom teaching and learning needs extra attention to bring such students at par with the rest of the students of the class.

Fast Learners are those students who are ahead on the learning curve and require advanced assistance to reach excellence.

Objectives:

- Identification of slow learners and fast learners
- To enable the fast leaners to reach excellence and the slow learners to reach the minimum qualifying level.

The process flow for slow and fast learners' identification, activities and progress monitoring is illustrated below.

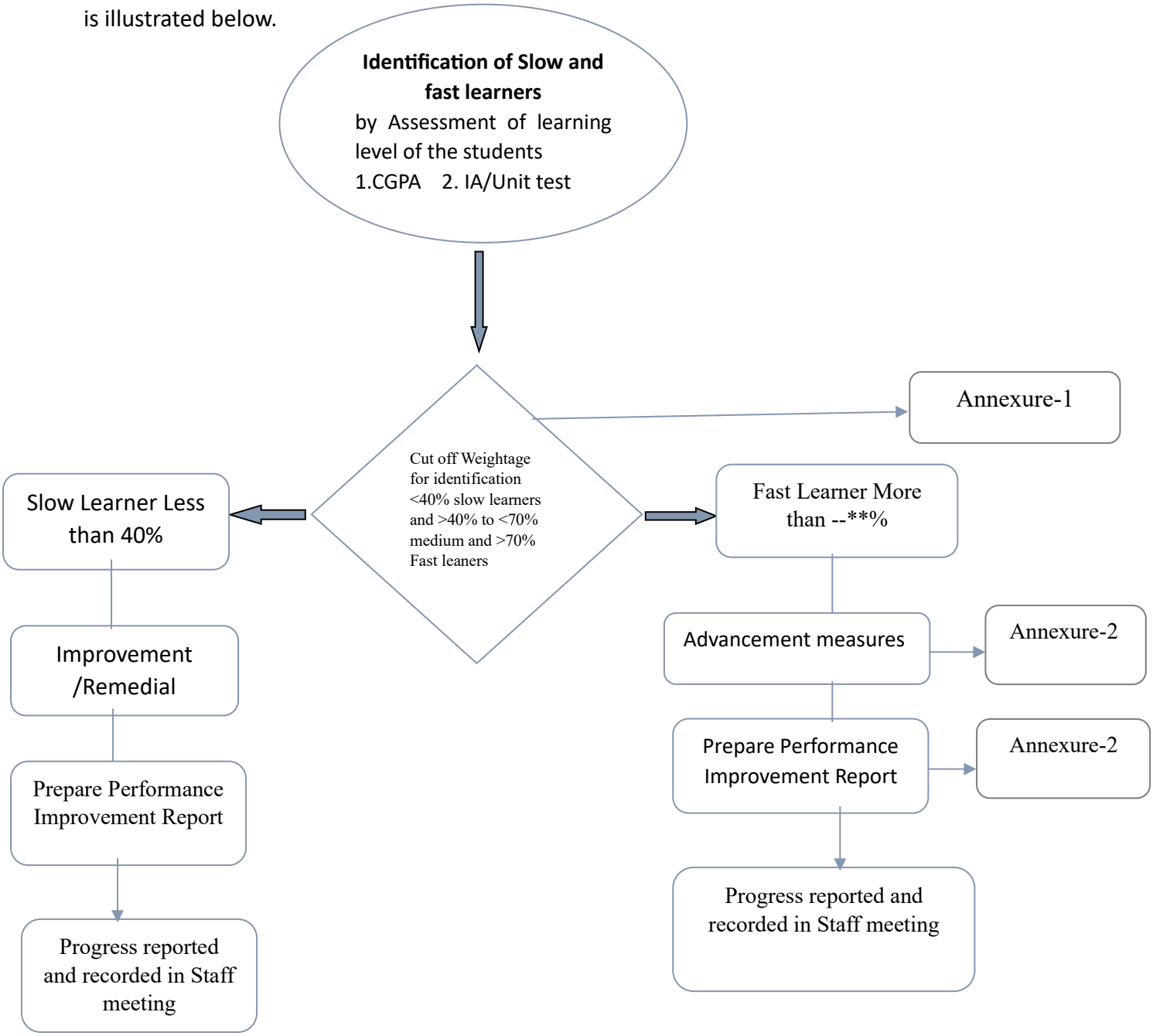

Figure: Process flow for Slow and fast learners' identification, support and progress monitoring

Process for Identification, Activities, Monitoring

1. Identification methods of slow learners and fast learners:

- Slow learner and Fast learners would be identified for each course separately by respective faculty member.
- Process to identify of slow learners and fast learners would be conducted immediately after one week after the First IA.

To start identification of slow and fast learner process following inputs is needed

- Preceding examination overall result (CGPA)
- First Internal Assessment (IA)

Slow and Fast learners are identified based on following parameters and their weightage.

Sl.no	Parameter	Weightage in %
1	Marks obtained by student in Internal Assessment/Unit test for the respective course.	60%
2	Academic performance of students in preceding university examination	40%

- Based on above parameter a report would be prepared for whole class for total 100%. The student securing marks below 40% would be identified as Slow Learners and the student securing marks above 70 % would be identified as Fast Learners. The students in the range >40% & <70% shall be treated as medium learners.
- A separate list is prepared for both type of learners for further support and monitoring

2. Conduction of activities for slow learners

- Remedials classes are conducted for these students to clarify their doubts, problem solving sessions /revision sessions for an improved performance.
- Personal Attention should be provided by respective subject teacher in teaching

- Additional study material, assignments, question bank and solving university question papers are provided to increase their understanding of the subject.
- Counselling – special hints and techniques
- Bilingual explanations and discussions are done in the class wherever it is necessary

3. Conduction of activities for fast learners

- Advance assignments or tasks should be assigned to fast learners.
- Encouragement to complete MOOC courses
- Encouragement participation in Seminars/Conferences/Professional Event and paper publications.
- Capstone projects and Case study-based projects.
- Platform should be provided through MoU's with various reputed Industries for the Fast learners to explore their talents through projects/internships.
- Students are motivated to secure rank and distinction in university examinations and awarded accordingly.
- Motivate to participate in cultural, Extra-curricular, technical competition and research competitions in and off campus.
- Meritorious students are felicitated every year with certificates.

Apart from the generalized activities whenever required special activities like

- Peer learning strategies-Getting the support of the Fast learners to the slow learners in making their learning process more participatory and interesting.

4. Preparation of performance improvement report of slow learner

- Each faculty should prepare report after university result declaration of current semester which shows the improvement in performance of slow learners to close the loop. [As per Annexure-2 format for slow learners]
- Outcomes of support to fast learners also need to be recorded with necessary documents. [As per Annexure-2 format for fast learners]

5. Documents to be maintained

- Report of result of class test / unit test /university examination
- List of slow learners
- List of Fast Learner
- Schedule of activity for slow learners
- Attendance record for session conducted for slow learners
- Report of performance improvement for slow learners
- List / Record of tasks given to Fast learners

6. Roles and Responsibilities of faculty handling the course

Faculty is responsible for carrying out different aspects of slow leaner and Fast learner identification and activities to be conducted.

- Conducting Unit test/Internal Assessment (IA).
- Evaluation of Unit test/ Internal Assessment answer sheets and preparing the class test/IA result report of class.
- Preparing and maintaining report for whole class based on parameter decided for assessment of the learning levels of the students with their weightage
- Preparing separate list of slow and Fast learners
- Preparing schedule for extra sessions /problem solving sessions / revision sessions for slow learners.
- Conducting the sessions for slow learners as per prepared schedule.
- Maintaining the attendance of slow learners' sessions.
- Preparing the list of advanced assignment or list of tasks assigned to fast learners.
- Preparing the report after university result declaration of current semester which shows the improvement in performance of slow learners to close the loop.
- Maintain the all records for slow learners and fast learners' activity

7. Expected Outcome

- Timely conduction of slow and fast learners' activities
- Records based on student progress and observation.

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ACHARYA

Internal Quality Assurance Cell (IQAC)

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Annexure 1- Identification of Slow and Fast learners

Course Name and Code: **Semester/Year:** **Academic Year:**

Slow and Fast learners are identified based on following parameters and their weightage.

Sl.no	Parameter	Weightage in %
1	Marks obtained by student in Internal Assessment/Unit test for the respective course.	60%
2	Academic performance of students in preceding university examination	50%

Threshold %, for Fast, Slow Learner					Fast	70	Slow	40
Sl. No	USN	Name of Students	Weightage	SEE (CGPA)	40	CIE	60	Leaners level (Slow/Medium/Fast)
			University Exam Results, (CGPA)	Per (%) Marks	IA-1	Per (%) Marks	Total Assessment	
					20		100	

Note:- 1. Weightage less than ≤40% considered as a slow learner 2. Weightage more than ≥70% considered as an advance learner ** **Units may decide considering single or both parameter and their cut of percentage for selecting advanced learner

Signature of course Instructor **Signature of Module Coordinator** **Signature of the HOD**

Annexure 2 – Impact analysis of support extended to slow learner

Sl. No	USN	Name of Students	Weightage	SEE (CGPA)	40	CIE	60	Threshold %, for Fast, Slow Learner		Fast	70	Slow	40
			University Exam Results, (CGPA)	Per (%) Marks	IA-1	Per (%) Marks	Total	Leaners level (Slow/Medium/Fast)	Support Extened/ Actions/Activities	IA-2	IA-3	SEE Marks of the Course	Remarks
					20		100			20	20	100	
1													
2													

Impact analysis of support extended to fast learner

Sl.no	USN	Name of Students	Progress/ Achievements	Remarks

Signature of course Instructor **Signature of Module Coordinator** **Signature of the HOD**

Note: The proofs for the activities to be enclosed

AIT/IQAC/2024-25/SOP-5

Standard Operating Procedure (SOP) for Slow and Fast Learners (Identification, Activities, Monitoring)

Preamble

This SOP outlines the process for identifying learning levels to support their academic progress and holistic development. In a diverse classroom environment, faculty encounter students with varying learning abilities—some grasp concepts quickly and excel, while others may require additional time and efforts. Hence, it is essential to assess the capabilities of each student. Based on these assessments, students are categorized into two groups: Fast learners and slow learners.

At Acharya Institute of Technology, the goal is to provide tailored support, ensuring that slow learners receive the necessary guidance and continuous attention, while Fast learners remain engaged through more challenging activities. Faculty members adopt flexible teaching methods that accommodate the needs of both groups, ensuring that no student is left behind, and all have opportunities to grow and thrive.

Slow and Fast Learners:

Slow learner means those who could not keep pace with the classroom teaching and learning needs extra attention to bring such students at par with the rest of the students of the class.

Fast Learners are those students who are ahead on the learning curve and require advanced assistance to reach excellence.

Objectives:

- Identification of slow learners and fast learners
- To enable the fast leaners to reach excellence and the slow learners to reach the minimum qualifying level.

The process flow for slow and fast learners' identification, activities and progress monitoring is illustrated below.

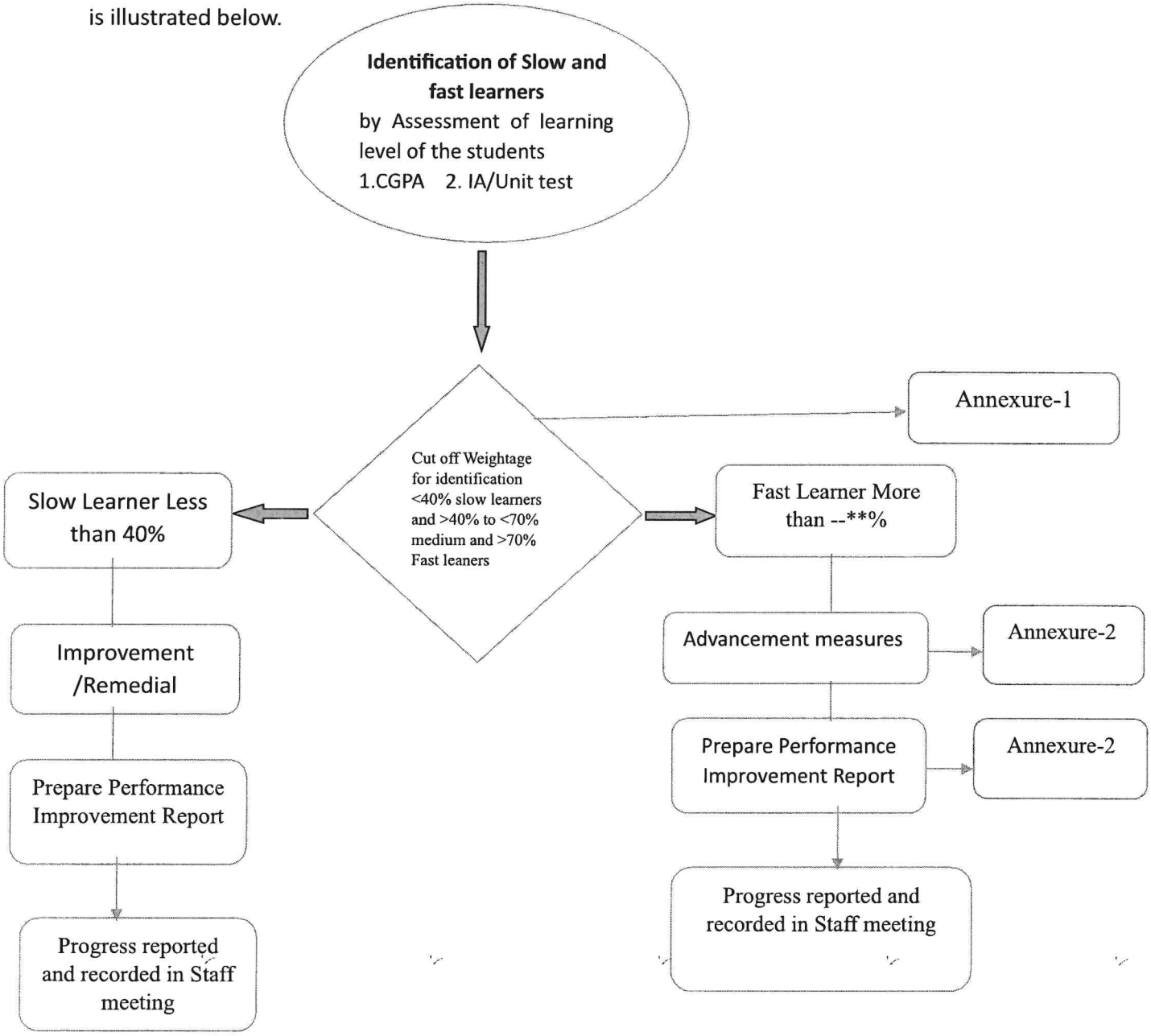

Figure: Process flow for Slow and fast learners' identification, support and progress monitoring

Process for Identification, Activities, Monitoring

1. Identification methods of slow learners and fast learners:

- Slow learner and Fast learners would be identified for each course separately by respective faculty member.
- Process to identify of slow learners and fast learners would be conducted immediately after one week after the First IA.

To start identification of slow and fast learner process following inputs is needed

- Preceding examination overall result (CGPA)
- First Internal Assessment (IA)

Slow and Fast learners are identified based on following parameters and their weightage.

Sl.no	Parameter	Weightage in %
1	Marks obtained by student in Internal Assessment/Unit test for the respective course.	60%
2	Academic performance of students in preceding university examination	40%

- Based on above parameter a report would be prepared for whole class for total 100%. The student securing marks below 40% would be identified as Slow Learners and the student securing marks above 70 % would be identified as Fast Learners. The students in the range >40% & <70% shall be treated as medium learners.
- A separate list is prepared for both type of learners for further support and monitoring

2. Conduction of activities for slow learners

- Remedials classes are conducted for these students to clarify their doubts, problem solving sessions /revision sessions for an improved performance.
- Personal Attention should be provided by respective subject teacher in teaching

- Additional study material, assignments, question bank and solving university question papers are provided to increase their understanding of the subject.
- Counselling – special hints and techniques
- Bilingual explanations and discussions are done in the class wherever it is necessary

3. Conduction of activities for fast learners

- Advance assignments or tasks should be assigned to fast learners.
- Encouragement to complete MOOC courses
- Encouragement participation in Seminars/Conferences/Professional Event and paper publications.
- Capstone projects and Case study-based projects.
- Platform should be provided through MoU's with various reputed Industries for the Fast learners to explore their talents through projects/internships.
- Students are motivated to secure rank and distinction in university examinations and awarded accordingly.
- Motivate to participate in cultural, Extra-curricular, technical competition and research competitions in and off campus.
- Meritorious students are felicitated every year with certificates.

Apart from the generalized activities whenever required special activities like

- Peer learning strategies-Getting the support of the Fast learners to the slow learners in making their learning process more participatory and interesting.

4. Preparation of performance improvement report of slow learner

- Each faculty should prepare report after university result declaration of current semester which shows the improvement in performance of slow learners to close the loop. [As per Annexure-2 format for slow learners]
- Outcomes of support to fast learners also need to be recorded with necessary documents. [As per Annexure-2 format for fast learners]

5. Documents to be maintained

- Report of result of class test / unit test /university examination
- List of slow learners
- List of Fast Learner
- Schedule of activity for slow learners
- Attendance record for session conducted for slow learners
- Report of performance improvement for slow learners
- List / Record of tasks given to Fast learners

6. Roles and Responsibilities of faculty handling the course

Faculty is responsible for carrying out different aspects of slow leaner and Fast learner identification and activities to be conducted.

- Conducting Unit test/Internal Assessment (IA).
- Evaluation of Unit test/ Internal Assessment answer sheets and preparing the class test/IA result report of class.
- Preparing and maintaining report for whole class based on parameter decided for assessment of the learning levels of the students with their weightage
- Preparing separate list of slow and Fast learners
- Preparing schedule for extra sessions /problem solving sessions / revision sessions for slow learners.
- Conducting the sessions for slow learners as per prepared schedule.
- Maintaining the attendance of slow learners' sessions.
- Preparing the list of advanced assignment or list of tasks assigned to fast learners.
- Preparing the report after university result declaration of current semester which shows the improvement in performance of slow learners to close the loop.
- Maintain the all records for slow learners and fast learners' activity

7. Expected Outcome

- Timely conduction of slow and fast learners' activities
- Records based on student progress and observation.

IQAC Coordinator

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Internal Quality Assurance Cell
Acharya Institute of Technology
Bengaluru - 560107

Principal

PRINCIPAL
ACHARYA INSTITUTE OF TECHNOLOGY
SOLDEVANAHALLI, BENGALURU - 560 107

ACHARYA

Internal Quality Assurance Cell (IQAC)

Acharya Institute of Technology

Affiliated to VTU, Recognized by GOK and Approved by AICTE, New Delhi (Accredited by NAAC and NBA)
Acharya Dr. Sarvepalli Radhakrishnan Road, Acharya P.O., Soladevanahalli, Bangalore-560107, INDIA
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Annexure 1- Identification of Slow and Fast learners

Course Name and Code: **Semester/Year:** **Academic Year:**

Slow and Fast learners are identified based on following parameters and their weightage.

Sl.no	Parameter	Weightage in %
1	Marks obtained by student in Internal Assessment/Unit test for the respective course.	60%
2	Academic performance of students in preceding university examination	50%

Threshold %, for Fast, Slow Learner					Fast	70	Slow	40
Sl. No	USN	Name of Students	Weightage	SEE (CGPA)	40	CIE	60	Leaners level (Slow/Medium/Fast)
			University Exam Results, (CGPA)	Per (%) Marks	IA-1	Per (%) Marks	Total Assessment	
					20		100	

Note:- 1. Weightage less than ≤40% considered as a slow learner 2. Weightage more than ≥70% considered as an advance learner ** **Units may decide considering single or both parameter and their cut of percentage for selecting advanced learner

Signature of course Instructor **Signature of Module Coordinator** **Signature of the HOD**

Annexure 2 – Impact analysis of support extended to slow learner

Sl. No	USN	Name of Students	Weightage	SEE (CGPA)	40	CIE	60	Threshold %, for Fast, Slow Learner		Fast	70	Slow	40
			University Exam Results, (CGPA)	Per (%) Marks	IA-1	Per (%) Marks	Total	Leaners level (Slow/Medium/Fast)	Support Extened/ Actions/Activities	IA-2	IA-3	SEE Marks of the Course	Remarks
					20		100			20	20	100	
1													
2													

Impact analysis of support extended to fast learner

Sl.no	USN	Name of Students	Progress/ Achievements	Remarks

Signature of course Instructor **Signature of Module Coordinator** **Signature of the HOD**

Note: The proofs for the activities to be enclosed

AIT/IQAC/2024-25/SOP-6

Standard Operating Procedure (SOP) for Performance Based Appraisal System for Teaching and Non - Teaching staff

The Institute believe that a good performance management system works towards the improvement of the overall organizational performance of teams and individuals for ensuring the achievements of the overall organizational mission and vision.

Process followed for Teaching

- Faculty will submit the **FARM (Faculty Appraisal Report Monthly)** on the last day of each Month with the self-assessment score.
    a. Teaching, Learning and Evaluation related activities - 50 Points
    b. Co-curricular and professional activities - 20 Points
    c. Research, Grants, and Publications -20 Points
    d. Administrative service, Community service, Student mentoring -10 Points
- The Head of the Department will review FARM with the supporting documents and will award the points against each parameter.
- An **average Academic Performance Indices (API) score** (FARM annual average score) will be generated at the end of the year **- 50 Points**
- **Student feedback** will be taken for each of the courses attended by them and it will also be considered **– 20 Points**
- **IQAC Assessment of Teaching and Learning Process (TLP)** will be computed with the audit to ensure the practice of OBE and effective TLP **– 10 Points**
- **Appraisal By HOD** based on the participation in terms of Teaching, Mentoring and willingness to support to the growth of the department **-10 Points**

- **Appraisal by the Principal** based on the Involvement of the faculty in the Academic, Administrative, Research and additional responsibilities at the Institution level

  – 10 Points

- Computed scores are used for the award of career advancements to faculty members and or promotion to the next higher position.

Process followed for non-teaching

Performance Appraisal of Non-teaching/Support Staff is conducted by HOD and Principal based on key skills and parameters, including productivity, job knowledge, planning and organizing, attitude towards work (including responsibility acceptance), and interpersonal.

IQAC Coordinator

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Principal

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ACHARYA INSTITUTE OF TECHNOLOGY

Dr Sarvepalli Radhakrishnan Road, Acharya P.O. Bangalore –560107

Performance Appraisal of Support Staff by HoD / Principal (Reporting Officer)

(Administration/ Lab Instructors/ Sports/ Library Staff)

Period from 01st Jan 2023 to 31st Dec 2023

Name		**Emp No.**	
Dept		**Institute**	
Designation Current		**DoJ**	
Designation (Joining)		**FTE joining (if any)**	
Date of Birth		**Location (Office)**	
Qualification at Joining		**Current Qualification**	

S No	**Parameters (Max scale of 1-5, 1 being lowest and 5 highest)**	**Points awarded (tick in box)**					**Remarks**
		1	**2**	**3**	**4**	**5**	
1	Productivity – Quantity of work (Makes specific contribution to total team effort, takes assignments in stride and completes them, consistent output, alert to needs, Resourceful – requires minimum follow up)						
2	Job knowledge – Quality of work (Knows established practices and procedures related to job, compiles records and reports accurately, completes assignment on time, Creates confidence, Strives to enhance knowledge)						
3	Planning & Organizing (Plans ahead and organizes work, analyses accomplishments, establishes realistic goals, Practices safe work habits)						
4	Attitude – Application to job (Accepts responsibility willingly, receives work assignments in a cooperative manner, displays enthusiasm towards job, team worker, helps others, keen and industrious)						
5	Relationship with others (courteous and friendly – creates a receptive atmosphere, renders assistance, possesses poise, self assurance, self-expression – communicates clearly, listens with open mind to counsel of others, Fosters good image of institute through high standards of personal appearance)						
TOTAL SCORE							

Signature of the HoD/ Principal

Recommendations of Principal _____

_____ _____ _____

Date: **Signature**

AIT/IQAC/2024-25/SOP-7

Standard Operating Procedure (SOP) for Continuous Internal Evaluation (CIE)

Preamble

Mechanism of CIE is transparent and robust in terms of frequency and mode. The process of Internal Assessment conduction is well defined and documented based on different schemes of VTU.

Objective

To ensure uniformity in awarding the internal marks throughout the institute. To provide step by step solution in the process of internal assessment. To ensure transparency in awarding internal marks to students. To ensure strict adherence to scheme of continuous assessment as laid down by university.

Scope

This policy is applicable to all faculty of the institute unless specified. This policy will be implemented to all students admitted to the program affiliated to university.

Responsibility

Dean Academics

- Responsible for coordination and overseeing the internal assessment with department IA coordinator.

- Responsible for coordination with various departments for uploading the IA marks on AIT ERP.

Department IA Coordinator

- Responsible for providing documents (not limited to the following: question papers, invigilator list, seating arrangement etc.,)
- Responsible for implementing the Internal assessment SOP as guided by the dean academics.

The standard operating process for conduction of internal assessment (IA) and Continuous Internal Assessment (CIE) is stated below.

2017/2018 scheme of VTU under CBCS

The Department conducts three internal assessment tests at approximately 6th, 12th and 14th week respectively for **17 scheme and 18 schemes of VTU under CBCS.**

1. In **17 scheme and 18 schemes of VTU under CBCS**, the weightage on Continuous Internal Evaluation (CIE) and Semester End Exams (SEE) is assigned as **40:60 ratios**. The CIE is to be evaluated for 40 marks, in which CIE internal assessment (IA) carries 30 marks and the remaining 10 marks will be awarded based on other parameters like assignments, quizzes, class tests etc. as stipulated by VTU Regulation 18OB8.2.
2. In a semester, three IA i.e. IA-1, IA-2 and IA-3 will be conducted for 50 marks each and average of three IA will be reduced to 30 marks to consider it as final CIE component.
3. The schedule of internal assessment (IA) will be communicated by the Dean academics at the start of the semester in the AIT academic calendar of events (COE). Academic schedule is subjected to revision based on the communication from university. Academic schedule must be strictly followed without missing deadline.
4. The portions/syllabus to be covered will be decided at the beginning of the semester for the First test, and similarly the portion for the Second and Third Internal tests soon after the completion of IA-1 and IA-2 respectively.

5. Process for setting/selection of the question paper:
    I. For each IA, question papers shall be set for each course by the respective course teacher(s)/coordinator along with scheme of evaluation and solution.
    II. Once the question paper is prepared, the head of the department or his designated module coordinator will scrutinize the question paper for mapping of Course outcome level, Blooms taxonomy action verbs, grammatical errors, clarity of questions, typeset of questions, feasibility of completing the said question paper within stipulated time etc.,
    III. Quality of question paper will be ensured by HOD and module coordinator. After the approval from module coordinator/HOD question paper is handed over to Test coordinator for printing
6. Student Seating plan/arrangement is followed even for internal assessment tests and it is displayed on the notice board along with the internal assessment time table.
7. A squad consisting of HoDs/senior faculty members of the departments is constituted for smooth conduct of internal examinations.
8. Principal or dean academics has the right to decide on issues arising at the time of IA test conduction.
9. After the IA, the course coordinator shall discuss the IA QP along with scheme and solution in the class. Also scheme and solution are shared with students.
10. The evaluated blue books shall be made available to students to enable students to gauge their performance in the test.
11. If there is a grievance from the student with regard to the marks awarded, the HOD can get it verified/valued by the second/subject expert to guarantee the justice. A final mark of each test is finally entered to AIT-ERP for further needful.
12. Within one week of completion of IA, the department IA Coordinator has to submit the IA marks to hod.
13. The Final CIE marks (IA+ Assignment) uploaded to university web portal.

2021 scheme of VTU under CBCS

1. **In 2021 schemes of VTU under CBCS**, the weightage on Continuous Internal Evaluation (CIE) and Semester End Exams (SEE) is assigned as **50:50 ratios.** The CIE is to be evaluated for 50 marks, in which IA carries 20 marks and the remaining 30 marks will be awarded based on other parameters like assignments, quizzes, class tests etc as stipulated by VTU Regulation 18OB8.2.
2. There are different courses in 2021 scheme i.e **BSC:** Basic Science Course, **IPCC:** Integrated Professional Core Course, **PCC:** Professional Core Course, AEC –Ability Enhancement Courses and CIE assessment is different for each type of courses defined by VTU regulations.

   a. **For PCC type of courses** in a semester Three IA Tests each of 20 Marks (duration 01 hour) will conducted at end of 5th week , 10th week and 15th week of the semester. Two assignments each of 10 Marks. Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for 20 Marks. The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be scaled down to 50 marks .

   b. **For IPCC type of courses in semester**

   CIE for the theory component of IPCC: Two IA each of 20 Marks (duration 01 hour) will be conducted at First IA at the end of 5th week of the semester and Second test at the end of the 10th week of the semester. Two assignments each of 10 Marks. Scaled-down marks of two tests and two assignments added will be CIE marks for the **theory component of IPCC for 30 marks.**

   CIE for the practical component of IPCC: On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The 15 marks are for conducting the experiment and preparation of the laboratory record, the other 05 marks shall be for the test conducted at the end of the

semester. **Marks of all experiments' write-ups are added and scaled down to 15 marks.**

The laboratory test (duration 03 hours) at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 **marks and scaled down to 05 marks.** Scaled-down marks of write-up evaluations and tests added will be CIE marks for the **laboratory component of IPCC for 20 marks.**

The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component.

c. **CIE For Practical/Lab Courses:** CIE marks for the practical course is 50 Marks.

The split-up of CIE marks for record/ journal and test are in the ratio 60:40. Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks. Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).

Department shall conduct 02 tests for 100 marks, at end of 8th week and 14th week of the semester. The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

3. The schedule of internal assessment (IA) will be communicated by the Dean academics at the start of the semester in the AIT academic calendar of events (COE). Academic schedule is subjected to revision based on the communication from university. Academic schedule must be strictly followed without missing deadline.
4. The portions/syllabus to be covered will be decided at the beginning of the semester for the First test, and similarly the portion for the Second and Third Internal tests soon after the completion of IA-1 and IA-2 respectively.
5. Process for setting/selection of the question paper:

IV. For each IA, question papers shall be set for each course by the respective course teacher(s)/coordinator along with scheme of evaluation and solution.

V. Once the question paper is prepared, the head of the department or his designated module coordinator will scrutinize the question paper for mapping of Course outcome level, Blooms taxonomy action verbs, grammatical errors, clarity of questions, typeset of questions, feasibility of completing the said question paper within stipulated time etc.,

VI. Quality of question paper will be ensured by HOD and module coordinator. After the approval from module coordinator/HOD question paper is handed over to Test coordinator for printing

6. Student Seating plan/arrangement is followed even for internal assessment tests and it is displayed on the notice board along with the internal assessment time table.
7. A squad consisting of HoDs/senior faculty members of the departments is constituted for smooth conduct of internal examinations.
8. Principal or dean academics has the right to decide on issues arising at the time of IA test conduction.
9. After the IA, the course coordinator shall discuss the IA QP along with scheme and solution in the class. Also scheme and solution are shared with students.
10. The evaluated blue books shall be made available to students to enable students to gauge their performance in the test.
11. If there is a grievance from the student with regard to the marks awarded, the HOD can get it verified/valued by the second/subject expert to guarantee the justice. A final mark of each test is finally entered to AIT-ERP for further needful.
12. Within one week of completion of IA, the department IA Coordinator has to submit the IA marks to hod.
13. The Final CIE marks (IA+ Assignment) uploaded to university web portal.

2022 scheme of VTU under CBCS

In 2022 schemes of VTU under CBCS the weightage on Continuous Internal Evaluation (CIE) and Semester End Exams (SEE) is assigned as **50:50 ratios.** The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks).

a. **For PCC type of courses Continuous Internal Evaluation:**

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Two IA shall be conducted for 25 marks each. The first IA will be administered after 40-50% of the coverage of the syllabus, and the second IA will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

b. For IPCC type of courses Continuous Internal Evaluation:

The IPCC means the practical portion integrated with the theory of the course. CIE marks for the **theory component are 25 marks** and that for the **practical component is 25 marks**.

CIE for the theory component of the IPCC

- **25 marks for the theory component** are split into **15 marks for two Internal Assessment Tests** (Two IA, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks for other assessment methods mentioned in 22OB4.2.** Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for 25 marks).

  The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

  The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.

CIE for the practical component of the IPCC

- **25 marks for practical component of IPCC course** are split into **15 marks for the conduction of the experiment** and preparation of laboratory record, and **10 marks for the test to be conducted after the completion of all the laboratory sessions.**

c. **CIE For Practical/Lab Courses:**

- CIE marks for the practical course is **50 Marks.** The split-up of CIE marks for record/ journal and test are in the ratio 60:40.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks. Total marks scored by the students are scaled downed to **30 marks (60% of maximum marks).**

- Department shall conduct 02 tests for 100 marks, at end of 8th week and 14th week of the semester. The average of 02 tests is scaled down to **20 marks (40% of the maximum marks).**
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test (duration 02/03 hours) after completion of all the experiments shall be conducted for 50 marks and scaled down to 10 marks.
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for 25 marks.

The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

Grievance's Redressal related to Continuous Internal Evaluation (CIE)

In order to make sure the transparency and clarity in the process of assessment of students, the procedure is set to redress the grievances of the students related to examination as follows:

1. If any discrepancy (i.e out of syllabus question, the marks awarded, question not covered etc.) then the student can bring it to the notice of concerned course coordinator/instructor/teacher. The course teacher is expected to address the issues politely as convincingly as possible based on the scheme of evaluation.

2. If the student is not convinced, the issue may be taken to the HOD level. The concerned HOD should call the concerned course teacher for clarification so as to resolve the issue at his level only. If not resolved fruitfully, then HOD can constitute a committee comprising two subject experts to get it valued the blue book(s). Based on the outcome of the committee, the HOD should redress the grievances.

3. Even with all these exercises, the student is not convinced, then it should be referred to the Dean-Academics where the issue will be resolved mostly by taking inputs from course teacher, subject experts committee and HOD. With the appropriate inquiry, the justice will be guaranteed.

4. If the student is not satisfied with the outcome of the Dean-Academics, then he/she can approach the college level grievance Redressal cell.

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AIT/IQAC/2024-25/SOP-8

Standard Operating Procedure for Project Allocation, Progress Monitoring and Evaluation

Preamble

This document outlines the **Standard Operating Procedure (SOP)** for the allocation, progress monitoring, and evaluation of final-year projects. Final-year projects are a critical component of the academic curriculum, offering students an opportunity to apply theoretical knowledge to real-world problems, fostering innovation, and developing problem-solving, research, and teamwork skills.

Objective

The purpose of this SOP is to establish a standardized and transparent framework that ensures the efficient management of all stages of the final-year project process. It serves as a guide for faculty, students, and stakeholders to clearly understand their roles and responsibilities, timelines, and evaluation criteria.

Guidelines for Final-Year Project Work: Allocation, Monitoring, and Evaluation

Final-year students are required to undertake project work during their VII and VIII semesters as part of the University's academic requirements. Students can form teams with a minimum of two and a maximum of four members. The project proposals (synopsis) are reviewed by an expert committee, comprising departmental faculty, the project coordinator, and the Head of the Department (HoD), before finalizing the projects.

The projects may focus on societal or environmental needs, technological advancements, or be inspired by IEEE papers. Regular interactions between the students and their project guides, coordinator, and HoD are conducted on a fortnightly basis to ensure continuous improvement and quality in the work.

The internal evaluation of the project work is conducted using a rubrics-based system. It is assessed by a panel of expert committee members from the department, including the coordinator and the HoD.

The project work evaluation process consists of the following stages:

I. Project Identification

A. Students Group formation

- Students with similar interests are allowed to form a group of minimum of 2 members or maximum of 4 members in a group. (as per VTU regulation B2.2.3.2).

B. Identify their Area of Interest/ Domain

- Students have the option to choose the areas in which they are interested to carry out the projects. The different areas which are given by the project coordinator/Professor, like Embedded system, IoT, Image processing, VLSI, etc..
- The students will do a thorough literature survey on their area of interest, formulate the problem statement for carrying out their project work.
- The students are allowed consult experts from industry/ research labs/ Government organizations or any other professor from the other department to carry out their project work through proper channel.

C. Synopsis Submission

- The students are required to submit the synopsis as per the guide lines and format given by the project coordinators and synopsis will be scrutinized by committee.

D. Preliminary Screening

- The students are required to give the preliminary presentation to the evaluation committee for approval of the project work. The committee will approve the project based on the understanding of the project by students and complexity/ current technology/ social relevance.

II. Allotment of Guide

Based on specific domain expertise

- Project batches are allocated to the guides based on the specialization/Expertise/Areas of interest of the Professors.

Display the Batches and Guide details

- The students will be intimated on title of the project work and allocated guide through E-mails.

III. Continuous Project Progress Monitoring Process

- The students meet their respective guides on the day intimated by the Guide or once in fortnight and update on the progress of the project work, get feedback and guidelines for improvement regularly. This will also be monitored by project work Coordinators and HoD.

IV. Project Work Evaluation and Demonstration of Working Prototypes and Enhancing the Relevance of Projects

The projects will be evaluated by the committee comprising guide, project coordinator HOD and domain expert (faculty). The entire process of evaluation is being done through different phases. The date and schedule of evaluation will be mailed to the students well in advance.

A. Phase-I Evaluation

The students have to give presentation on the progress of project work including synopsis, literature review, problem statement, methodology adopted for execution, and percentage of completion of the project work.

CIE procedure for Project Work Phase - 1: (As per University)

(i) Single discipline: The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two senior faculty members of the Department, one of whom shall be the Guide.

The CIE marks awarded for the project work phase -1, shall be based on the evaluation of the project work phase -1 Report (covering Literature Survey, Problem identification, Objectives and Methodology), project presentation skill and question and answer session in the ratio 50:25:25**.** The marks awarded for the Project report shall be the same for all the batch mates.

(ii) Interdisciplinary: Continuous Internal Evaluation shall be group wise at the college level with the participation of all guides of the college. Participation of external guide/s, if any, is desirable.

The CIE marks awarded for the project work phase -1, shall be based on the evaluation of project work phase -1 Report (covering Literature Survey, Problem identification, Objectives and Methodology), project presentation skill and question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.

B. Phase-II Evaluation

The students have to give presentation on the progress of project work with system design and detailed design along with demonstration of the project work. The project will be evaluated by the committee and awarded marks based on their presentation skills, team involvement, methodologies used, test cases, results analysis and documented report.

CIE procedure for Project Work Phase - 2: (As per university regulation)

(i) Single discipline: The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two senior faculty members of the Department, one of whom shall be the Guide.

The CIE marks awarded for the project work phase -2, shall be based on the evaluation of project work phase -2 Report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

(ii) Interdisciplinary: Continuous Internal Evaluation shall be group wise at the college level with the participation of all guides of the college. Participation of external guide/s, if any, is desirable.

The CIE marks awarded for the project work phase -2, shall be based on the evaluation of project work phase -2 Report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

C. Evaluation at Technotsava (Project Exhibition)

The department encourages the students to participate and present their project work at **"Technotsava"** conducted by the Institute during first/second week May. The projects will be evaluated by the experts from academia and industry. Two outstanding projects are chosen by the expert committee for the award of 1^{st} and 2^{nd} position with cash prize.

D. Report Submission

Students must document their project work in their dissertation as per the guidelines and format given by the HoD and Coordinators in line with the University regulations. The final report must be signed by the Head of the Institution, HoD and the respective guide. The copy of the project report will be placed in department library.

V. External Project Evaluation

The project will be evaluated by the external and internal examiners appointed by the Visvesvaraya Technological University as part of Semester End examination (SEE). The appointed examiners will observe the presentation and demonstration of the project work followed by Viva-Voce and award the marks which will be submitted to university.

The proposed Course Outcomes for project course is as mentioned below.

SEE for Project Work Phase - 2: (As per university regulations)

Contribution to the project and the performance of each group member shall be assessed individually in semester end examination (SEE) conducted at the department.

	Course Outcomes
CO1	Demonstrate an ability to identify and formulate a hypothesis for a given problem and test through appropriate experiments.
CO2	Apply relevant modern tools to solve the identified technical problem.
CO3	Analyze and evaluate the experimental results and propose suitable modifications to improve performance.
CO4	Work effectively as a member or a leader of a team.
CO5	Communicate technical content effectively through written reports and oral presentations.

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Rubrics for Evaluation of Project work for 2018 Scheme Project work

Rubric	Agenda	Marks
	7th Semester	
R I	Project Synopsis/Phase – I	30
R II	Phase-I- Interim Report and Presentation	50
R III	Fortnight Progress	20
	Internal Evaluation **Sub Total (IA)**	**100**
	8th Semester	
R III	Fortnight Progress	20
R IV	Final Project Evaluation - Phase II	50
R V	Project Report Evaluation	30
Internal Evaluation (Reduced to 40) **Sub Total (IA)**		**100 (40)**
External Evaluation (Reduced to 60)		**100 (60)**
	Total	**200**

*** Internal Assessment will be for 100 marks according to VTU for 7th semester and 40 Marks for 8th semester.**

 # External Evaluation will be for 100 marks according to VTU (Reduced to 60 Marks).

Total project marks will be 100 in 7th semester and (40+60) in 8th Semester (200 in Total).

Final year Project will be evaluated for 200 marks.

Rubric I (R1): Phase -1 Evaluation (30 Marks)

Parameters	Low	Medium	High	CO	Max Marks
Identification Domain, definition, Objectives	Less clarity in the domain choosing and problem identification (1-3)	Having chosen domain and more effort define the problem	Well defined problem with clarity of objectives (8-10)	1	10
Literature Survey	Inadequate survey of literature which can substantiate the objectives defined (1-3)	Survey literature with less articles and to justify existing (4-7)	Extensive survey of literature survey and existing systems/methods (7-10)	3	10
Methodology proposed time	Not feasible method and lac of time management (1-3)	Moderate Proposed methodology time (4-7)	Well defined methodology and time schedule (8-10)	2	10
			Total		**30**

Rubric II (R2): Phase -II Evaluation (50 Marks)

Criteria	Achievement Levels				
	Inadequate (0-35%)	**Good (36% - 65%)**	**Excellent (66% – 100%)**	**CO**	**Max Marks**
Methodology followed and meeting of Time Schedules	Inadequate/non proposed methods followed with an extension of time schedule (1 – 5)	Followed different methodology and able to justify with little extension of time schedule. (6 –10)	Strictly followed the methodology proposed and finished in the stipulated time. (11 – 5)	**1**	**15**

Use of Modern Tools	Has not used relevant modern tools for the design & experimentation (1-5)	Has used relevant modern tools with inadequate knowledge and has not obtained optimized results. (6 – 10)	Has applied tools effectively to design/ analyze/debug/to get optimized solution for the problem. (11-15)	**2**	**15**
Teamwork	Minimal contribution to the team. (1-3)	Contributed considerably to the team. (4-6)	Has effectively contributed in achieving results (7-10)	**4**	**10**
Lifelong Learning	No understanding the for lifelong learning in the engineering profession. (1)	Can present examples of the impact of lifelong learning in the engineering industry. (2-3)	Can present examples of the impact of lifelong learning, along with the requirement of skills updation in the modern engineering	**3**	**5**
Communication	Unable to communicate work carried out (1)	Could communicate the information to a limited extent (2-3)	Has effectively communicated work carried out (4-5)	**5**	**5**
Total					**50**

Rubrics – III (R3): Fortnight progress (20 marks)

Parameter	**Low**	**Medium**	**High**	**Max. Marks**	**CO**
Attendance (>85%)	Attendance (75% to 80%)	Attendance (80% to 85%)	Attendance (>85%)	**10**	**4**
Progress Project	Progress not according to the (0-2)	Progress not according to the schedule but with justification (3 – 6)	Progress as per the schedule (7 – 10)	10	4
Total				**20**	

Rubrics – IV (R4): Project Evaluation (50 marks)

Parameter	Low	Medium	High	CO	Max. Marks
Self motivation to learn new technologies	Less motivated to learn (1 – 7)	Moderately motivated to learn new technologies (8 – 15)	Highly motivated to (16 – 25)	2	25
Technical awareness of the project and working	Has less understanding about the working of the project (1-7)	Has the knowledge of the working of project and technology used (8-15)	Excellent knowledge of Project working and the technology used. (16-25)	3	25
			Total		50

Rubrics – V (R5): Project Report Evaluation (30 marks)

Parameter	Low	Medium	High	CO	Max.
Quality of report with respect to format specified by the university	Report not meeting the specifications prescribed by the university (0-1)	Report does not deviate much from the specification but needs fine adjustments (2-3)	Report Meets the required specification and formats (4 – 5)	5	10
Content of Report	The contents of the report does not completely explain the project or contains irrelevant materials (0 – 1)	The content of the report explains the project work with some unnecessary documents (2– 3)	The report completely explains the project work and contains all relevant material. (4 – 5)	5	10

Analysis And results conclusion	Report fails to do the result analysis/improper conclusion (0-1)	Result analysis is done with less justification to the objectives defined and the conclusion is not appropriate (2)	Result analysis justifies the objectives defined with the proper conclusion (3)	3	5
Language usage	Report has large number of spelling and grammatical	Free of spelling errors and minor errors in gramming (1)	The language usage in the report is satisfactory (2)	5	5
Total					30

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AIT/IQAC/2024-25/SOP-9

Standard Operating Procedure (SOP) for Conducting Events

Preamble

This Standard Operating Procedure (SOP) establishes a structured framework for planning, organizing, executing, and evaluating events at Acharya Institute of Technology. It aims to ensure consistency, efficiency, and excellence in event management, aligning with the institution's goals and compliance with relevant regulations. The SOP offers clear guidelines for every phase of the process, from initial planning to post-event documentation and analysis, ensuring seamless execution and continuous improvement

Objective

This SOP aims to establish a structured framework for organizing events at Acharya Institute of Technology. It ensures that every event is professionally managed, aligned with its objectives, and contributes to the college's mission and vision. The SOP focuses on enhancing participant experience, optimizing resource utilization, and maintaining detailed records to support continuous improvement and accreditation efforts.

Scope

This SOP applies to all departments, cells, and individuals involved in organizing events at Acharya Institute of Technology. It encompasses a broad spectrum of activities, including seminars, workshops, conferences, Faculty and Staff Development Programs (FDP/SDP), training sessions, guest lectures, as well as cultural and sports events, both on-campus and online. Additionally, it provides guidelines for collaborations with external partners and resource persons to ensure smooth coordination and successful execution.

Process followed in Organizing/Conducting Events and Documentation

1. Event Planning and Approval

1.1 Identify the Event:

Define the purpose, objectives, and expected outcomes of the event. Determine the target audience and the number of participants.

1.2 Event Proposal:

Prepare a detailed event proposal including the event title, date, time, venue, mode and organizing department/cell. Include information about resource persons, budget estimates, logistics requirements, and other details. Submit the proposal form for approval to the Principal.

2. Pre-Event Preparations

2.1 Coordination and Communication:

Appoint an Event Coordinator and a team responsible for various tasks. Communicate with all stakeholders, including departments, resource persons, and participants.

2.2 Logistics:

Book the venue and arrange necessary equipment (audiovisual aids, seating, etc.). Ensure the availability of registration and feedback links.

2.3 Promotions:

Design promotional materials (posters, Brochures,flyers) and circulate them through appropriate channels (email, social media). Create and share the registration link for participants.

3. Event Documentation

3.1 Registration and Attendance:

Manage the registration process and maintain a record of participants. Prepare attendance sheets and ensure participants sign in.

3.2 Resource Persons:

Confirm the availability of resource persons and collect their details. Arrange travel and accommodation if necessary.

4. Event Execution

4.1 Event Conduction:

Ensure the event starts on time and follows the schedule. Facilitate sessions according to the outlined methodology (lectures, workshops, interactive sessions).

4.2 Technical Support:

Provide necessary technical support for presentations and other activities. Record video clips of key sessions if required.

5. Post-Event Activities

5.1 Feedback Collection:

Share the feedback link with participants and collect responses. Analyze feedback to understand the event's impact and areas for improvement.

5.2 Documentation and Reporting:

Compile an event report including:

- Brief information about the event: topic, objectives, resource persons, report with geotagged photos, outcomes. Links to social media posts related to the event.

- Attach necessary proofs and documents, such as: Permission letter, event circular, Participant list and attendance, video clips, geo tagged photos with captions, feedback form & analysis, invitation flyers (Brochures), Event schedule, Resource person details and financial documents.
- Event report must be attested by Event Coordinator, HOD & IQAC Coordinator/Principal.
- Brief note on necessity and outcomes, Justification for mapped Program Outcomes (POs).
- Overall feedback analysis and impact analysis.

6. IQAC Filing

6.1 Filing Details:

File the event report and related documents with the IQAC within one week of event completion date. Ensure all relevant documents are signed by the Event Coordinator, IQAC Coordinator, and Principal.

Following documents to be submitted

1. Circular
2. Brochure
3. Report with Geotagged Photos and PO mapping with Event Outcomes (EO)
4. Attendance
5. Participants Certificates
6. Assessment Report/ Feedback Report

6.2 Archiving:

Maintain a digital archive of all event-related documents for future reference.

Conclusion

The implementation of this SOP will streamline event management at Acharya Institute of Technology, ensuring all events are executed consistently and professionally. Adherence to these guidelines will help the institution achieve its goals of delivering enriching participant experiences, promoting academic and cultural growth, and upholding high-quality standards. Regular reviews and updates will be conducted to keep the SOP relevant and aligned with the evolving needs of the institution. This framework ensures that all events are well-organized, thoroughly documented, and evaluated to support continuous improvement.

Annexure Enclosed

Annexure-1 Event Proposal Format

Annexure-2 Brochure content

Annexure-3 Report format

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Standard Operating Procedure (SOP) for Mentoring System

Preamble

The Mentoring System at Acharya Institute of Technology (AIT) is designed to provide supportive guidance and counseling to students, aiding their academic journey and personal development to ensure the successful completion of their studies. This system facilitates regular monitoring of students' academic progress and addresses any challenges they face. The institution encourages parents to maintain consistent communication with the Mentor, First-Year Coordinator, HOD, Chief Mentor, or Principal for updates and support.

Objective

To establish a structured mentoring framework to guide, support, and empower students in achieving their academic, personal, and career goals.

Scope

The mentoring system is applicable to all undergraduate and postgraduate students of AIT. Each academic department implements the mentoring process through its faculty members, with all teaching staff designated as mentors.

Responsibilities

1. Mentors

- Faculty members assigned to guide a set of students.
- Act as facilitators for academic, personal, and professional growth.

2. Mentees

- Students assigned to mentors for guidance and support.

3. Institutional Mentoring Coordinator

- The Dean of Student Affairs acts as the Chief Mentor for the Institute.
- Oversees and ensures the smooth functioning of the mentoring program.
- Provides training and resources to mentors.

Mentoring Process and Implementation Steps

1. Structure of the Mentoring System

- The mentoring system is overseen by the Chief Mentor, who coordinates the process across the institution.
- Each department has a Mentor Coordinator to supervise mentoring activities within the department.
- All faculty members act as mentors, ensuring comprehensive coverage for all students.

2. Mentor-Student Allocation

- Each mentor is assigned a group of 20 to 25 students.
- The mentor serves as a local guardian, assisting students with academic, administrative, and personal issues.

3. Mentee (student) Information Record (SIR)

- Mentors maintain a Student Information Record (SIR) for each mentee, which includes:
    - Program registration details.
    - Parent/guardian contact information.
    - Local contact information of the student.
    - Attendance records and marks from internal assessments (CIE).
    - Notes from meetings with students.
    - Participation in co-curricular and extracurricular activities.

4. Communication with Parents/Guardians

- Progress reports, including attendance, internal assessment marks, and examination results, are shared with parents/guardians via message, WhatsApp, or phone call after every internal assessment.
- Special communication is made for students falling short of the minimum requirements:

- Attendance: Less than 85% in any subject.
- Internal marks: Less than 40%, as per VTU norms or autonomous regulations.

5. Use of ERP for Enhanced Efficiency

- An Enterprise Resource Planning (ERP) system is utilized to streamline mentoring:
  - Faculty members enter attendance daily and CIE marks after each internal assessment into the ERP.
  - Mentors can access student details, fee records, and administrative information through ERP and communicate with parents accordingly.
  - Student attendance is updated daily in the ERP, and marks are displayed on departmental notice boards.

6. Mentor Monitoring and Coordination

- The Chief Mentor conducts regular meetings with Mentor Coordinators, Mentors, Heads of Departments (HODs), and the Principal to review the mentoring process and ensure its effectiveness.
- Attendance and CIE marks entered by faculty are monitored regularly in the Department Office.

7. Counseling for Underperforming Students

- Students with poor performance are required to attend counseling sessions with their Mentor, Mentor Coordinator, or Chief Mentor to identify issues and formulate strategies for improvement in subsequent semesters.

8. Feedback and Continuous Improvement

- The mentoring process is continuously reviewed and refined to provide optimal support and services.
- The system has received positive feedback and encouragement, with ongoing efforts to improve its effectiveness.

Roles and Responsibilities

a. Roles and Responsibilities of Principal

- Framing and updating the Mentoring Policies.
- Overseeing the implementation of mentoring policies.
- Assigning the Chief Mentor to manage the mentoring system.
- Monitoring actions taken based on mentoring reports.
- Addressing student concerns and challenges based on feedback from mentors and coordinators.

b. Roles and Responsibilities of Chief Mentor

- Exercising authority over the implementation and adherence to the Mentoring Policy/SOP.
- Monitoring student performance and providing guidance for improvement.
- Conducting and supervising departmental mentoring meetings and reviewing accountability reports.
- Ensuring effective communication between departments and receiving feedback on the mentoring system's functionality.

c. Roles and Responsibilities of Mentor Coordinator (Department-wise)

- Allocating students to departmental faculty mentors based on institutional policy.
- Ensuring strict adherence to mentoring policies during the allocation process.
- Monitoring the activities of mentors and preparing department-level mentoring reports.
- Reporting any policy violations or irregularities by faculty to the Head of Department (HOD) and Chief Mentor.

d. Roles and Responsibilities of Mentors

1. Database Management and Communication

- Obtain and maintain a comprehensive database of mentees, including their phone numbers and their parents' contact details.
- Save the contact information in your phone or WhatsApp for easy communication.

- Regularly update parents about the mentee's attendance, marks, behavior, and achievements.
- Educate parents to view the mentor as their primary Point of Contact (POC) at AIT for any student-related concerns.

2. Monitoring and Counseling

- Regularly monitor students' attendance (minimum 85% for both theory and labs), internal assessments (IA), and VTU exam marks.
- Motivate students to improve consistency and performance in academics.
- Ensure class teachers maintain section-wise and cycle-wise attendance and IA records and share them with students for transparency.

3. Stakeholder Communication

- Inform parents, the Mentor Coordinator, Class Teacher, and Dean of Student Affairs (DSA) about issues such as irregular attendance or academic underperformance.
- Seek written permission from parents after consultation for specific issues like illness, sports participation, paper presentations, or family needs.
- When forwarding student requests to higher authorities, ensure the comments are clear and specific. Avoid vague statements like "please do the needful." Always include your full name and date below your signature.

4. Documentation and Attendance Adjustments

- Motivate students to maintain regular attendance and submit appropriate documentation for excused absences, including:
    - Medical Absences: Submit a valid medical certificate.
    - Sports Events: Submit a letter signed by the sports faculty.
    - Competitions/Other Activities: Submit a letter signed by the First-Year Coordinator or HOD.
- File all relevant documents in the student's file and ensure they are presented with mentor comments for attendance benefits before the second or third IA.

5. Mentor Meetings

- Meet the assigned group of mentees every fortnight, as per the schedule in the class timetable.
- Address specific agenda points, resolve issues, and record minutes of the meeting. Ensure that mentees sign the minutes for accountability.

6. Issue Tracking and Reporting

- Follow up on issues such as tuition fee payments, laboratory and library usage, internal assessments, VTU results, and, for international students, passport or visa expiry dates.
- Communicate relevant updates and concerns to the Department Mentor Coordinator.

7. Behavioral Guidance and Personal Development

- Make a genuine effort to observe and guide students toward positive behavioral changes.
- Address personal issues, vices, bad friendships, and other concerns.
- Maintain detailed records of such interactions and monitor progress periodically.

8. Career Guidance

- Counsel and guide students on career options, recruitment processes, and available opportunities both within Acharya Campus and in the industry.

9. Support for Students with Year Backs

- Provide written information to parents if a student receives a year back.
- Ensure timely communication to students about exam fee deadlines, exam schedules, tuition fee payments, and the commencement of the next semester.

Areas of Mentoring

1. **Academic Guidance**
    - Assisting with time management, study strategies, and understanding course content.
2. **Career Development**

- Advice on internships, projects, research opportunities, and higher studies.
- Industry exposure through professional networks and alumni connections.

3. **Personal Development**
   - Addressing personal challenges and boosting confidence.
   - Promoting soft skills, ethical values, and emotional well-being.

Tracking and Documentation

1. **Student Profile**
   - Maintain a record of each mentee's academic performance, extracurricular activities, and career aspirations.
2. **Mentoring Log**
   - Mentors to document each session's agenda, discussions, and outcomes.
3. **Feedback System**
   - Collect feedback from mentees to assess the mentor's effectiveness.

Evaluation Metrics (Impact Analysis)

1. **Student Success Rate**
   - Improvement in grades, placement success, and competitive exam results.
2. **Feedback Analysis**
   - Positive feedback from mentees and mentors.
3. **Engagement Levels**
   - Attendance in mentoring sessions, workshops, and career events.

Benefits for Students

1. Academic Support: Improved academic performance through consistent guidance.
2. Career Development: Increased exposure to career opportunities and professional networks.
3. Personal Growth: Development of soft skills, confidence, and ethical values.

4. Holistic Development: Enhanced problem-solving, leadership, and teamwork abilities.
5. Reduced Stress: Access to emotional and moral support during challenging times.

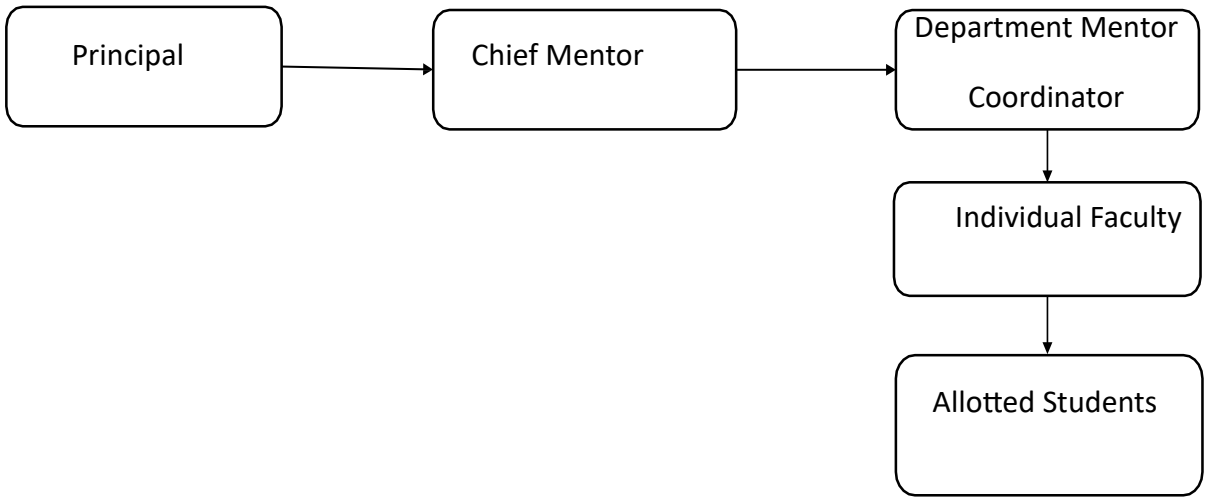
Institutional Support

- Provide necessary resources like mentoring platforms, meeting spaces, and funding for career-building activities.
- Ensure adequate training and recognition for faculty mentors.

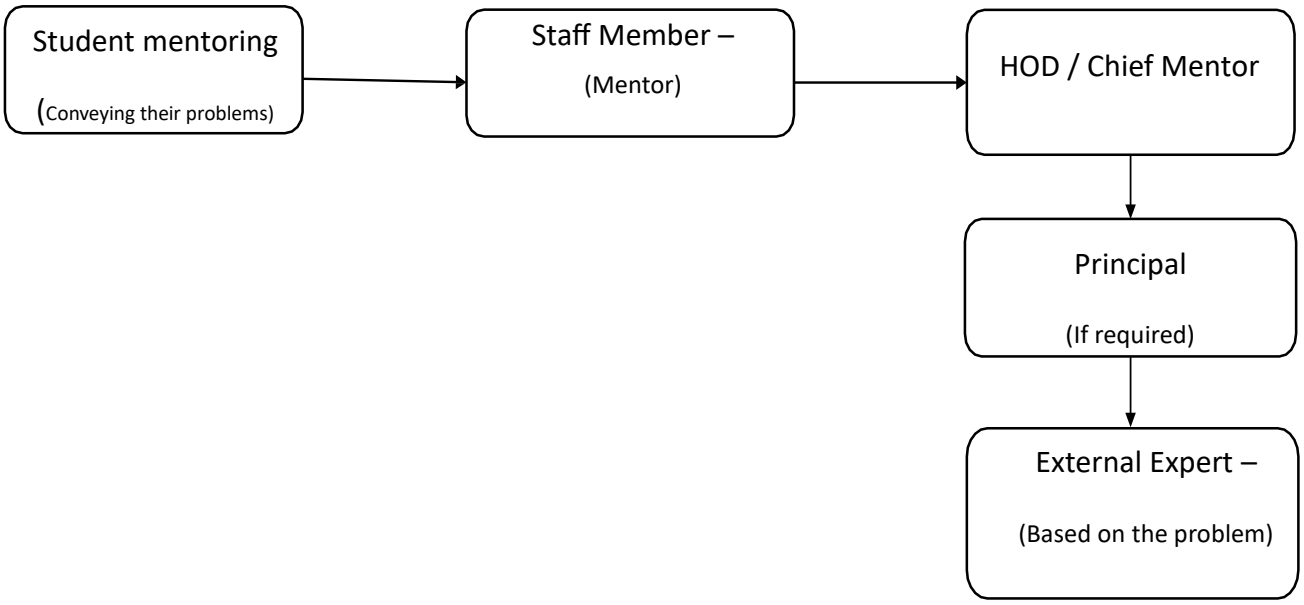
Continuous Improvement

- Organize periodic reviews and feedback sessions with mentors.
- Update training programs for mentors based on emerging challenges and needs.

Flow Chart for Implementation of Mentoring System at Acharya Institute of Technology



Mentee Grievance addressing Mechanism



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