PROMOTING INTERNATIONAL QUALITY STANDARDS FOR TECHNICAL EDUCATION IN INDIA

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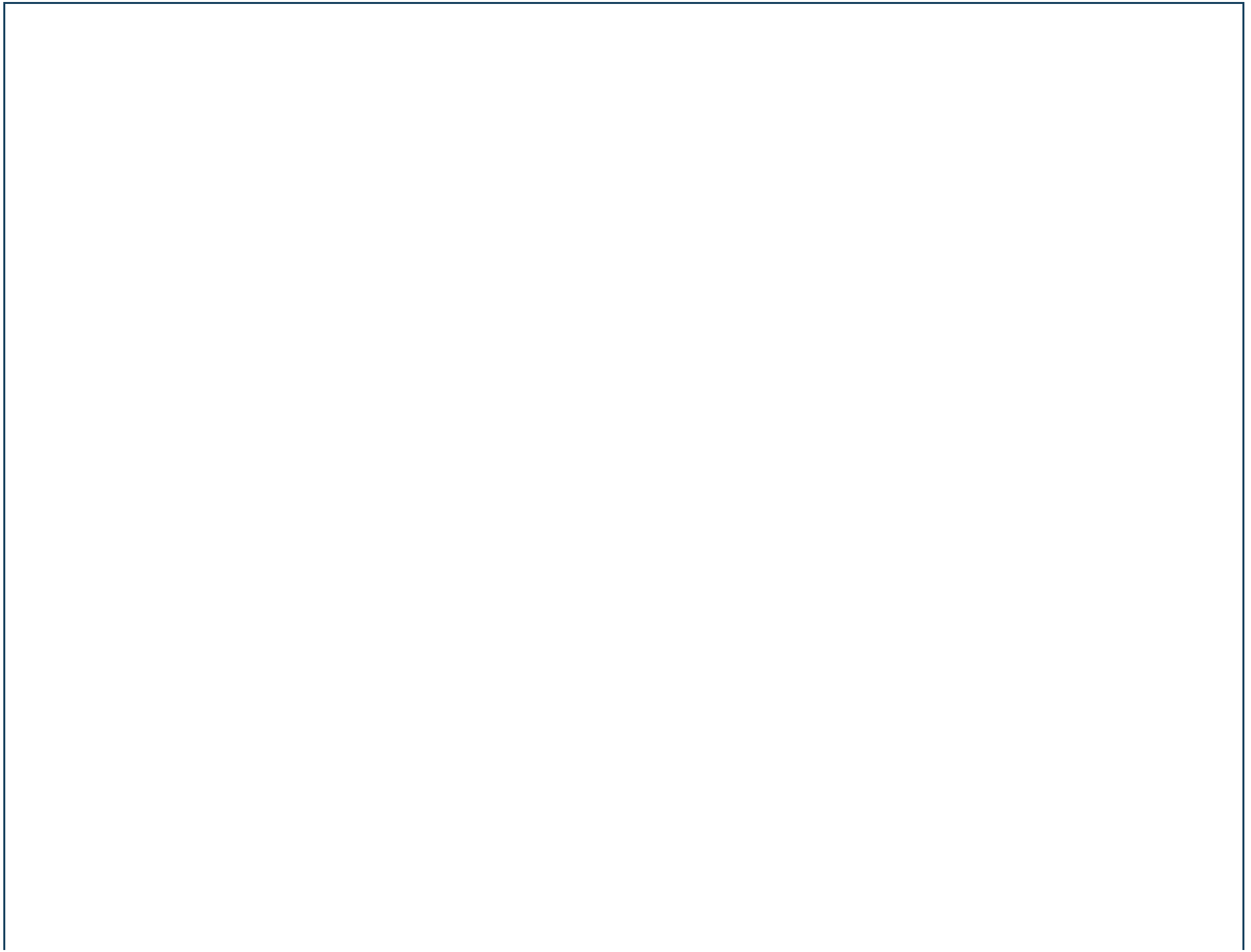

Part B

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7 CONTINUOUS IMPROVEMENT (50)

Total Marks 50.00

7.1 Actions taken based on the results of evaluation of each of the POs & PSOs (20)

Total Marks 20.00

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Institute Marks

20.00

Identify the areas of weaknesses in the program based on the analysis of evaluation of POs & PSOs attainment levels. Measures identified and implemented to improve POs & PSOs attainment levels for the assessment years.

Actions to be written as per table in 3.3.2.

Examples of analysis and proposed action

Sample 1-Course outcomes for a laboratory course did not measure up, as some of the lab equipment did not have the capability to do the needful (e.g., single trace oscilloscopes available where dual trace would have been better, or, non-availability of some important support software etc.). Action taken-Equipment up-gradation was carried out (with details of up-gradation)

Sample 2-In a course on EM theory student performance has been consistently low with respect to some COs. Analysis of answer scripts and discussions with the students revealed that this could be attributed to a weaker course on vector calculus.

Action taken-revision of the course syllabus was carried out (instructor/text book changed too has been changed, when deemed appropriate).

Sample 3-In a course that had group projects it was determined that the expectations from this course about PO3 (like: "to meet the specifications with consideration for the public health and safety, and the cultural, societal, and environmental considerations") were not realized as there were no discussions about these aspects while planning and execution of the project. Action taken- Project planning, monitoring and evaluation included in rubrics related to these aspects.

POs & PSOs Attainment Levels and Actions for improvement – CAYm1

POs Attainment Levels and Actions for Improvement- (2023-24)

Edit

POs	Target Level	Attainment Level	Observations
PO 1 : Engineering Knowledge			
PO 1	2.51	2.72	1. The improved attainment suggests that curriculum delivery, assessments, and student engagement strategies have been successful.
Action 1: Guided students to enroll in online tutorial programs like NPTEL, Coursera, and Udemy to solve advanced problems and assignments independently. Action 2: Conducted seminars, hands-on training, workshops, and guest lectures on emerging technologies Action 3: Regularly analyzed student performance through quizzes, assignments, and project-based evaluations.			
PO 2 : Problem Analysis			
PO 2	2.51	2.67	1. The students have demonstrated proficiency in identifying and formulating engineering problems and applying theoretical principles effectively.
Action 1: Encouraged students to engage in literature review and technical paper analysis to enhance research skills. Action 2: Conducted hackathons, coding challenge to strengthen problem-solving abilities. Action 3: Conducted peer review and faculty mentoring sessions to refine students' analytical and problem-formulation skills.			
PO 3 : Design/development of Solutions			
PO 3	2.51	2.55	1. The curriculum effectively integrates design principles and system development, contributing to students' ability to address complex engineering
Action 1: Conducted industry-oriented projects focused on designing sustainable and safe engineering solutions. Action 2: Motivated students to participate in Smart India Hackathon (SIH), Innovation Challenges, and Design Contests to improve their problem-solving and design capabilities. Action 3: Encouraged students to participate in capstone projects and real-world case studies to improve their design skills.			
PO 4 : Conduct Investigations of Complex Problems			

PO 4	2.51	2.51	1. Students have demonstrated adequate skills in experimental design, data analysis, and research synthesis.
Action 1: Encouraged students to design and execute experiments independently in laboratory courses and research projects. Action 2: Facilitated student internships and collaborations with research labs and industries for hands-on investigative experience. Action 3: Encouraging students to enroll in NPTEL, Coursera, and edX courses on experimental design, data science, and research methods.			
PO 5 : Modern Tool Usage			
PO 5	2.51	2.62	1. Students have effectively applied software tools, simulation techniques, and programming resources in solving engineering problems.
Action 1: Guided students to enroll in NPTEL, Coursera, Udemy, and Microsoft Learn courses related to software tools, programming, and modeling. Action 2: Encouraged participation in hackathons, coding competitions, and design challenges requiring tool-based solutions. Action 3: Organized seminars and training programs on AI, Machine Learning, Big Data Analytics, Cloud Computing, and Cybersecurity			
PO 6 : The Engineer and Society			
PO 6	2.51	2.42	The curriculum includes elements of ethics and safety, but practical applications and engagement with industry professionals could be enhanced.
Action 1: Organized expert talks and guest lectures by professionals in engineering ethics, legal compliance, and workplace safety to provide real-world insights. Action 2: Encouraged students to participate in social outreach programs, safety awareness drives, and environmental sustainability initiatives to reinforce the practical impact of engineering on society.			
PO 7 : Environment and Sustainability			
PO 7	2.51	2.52	The students have a reasonable understanding of the impact of engineering solutions on the environment and sustainability. But further reinforcement is needed

Action 1: Promoted certification courses (e.g., NPTEL, Coursera) on sustainable development, green technologies, and environmental impact assessment. Action 2: Encouraged student participation in environmental competitions, hackathons, and projects related to sustainability, such as Smart India Hackathon			
PO 8 : Ethics			
PO 8	2.51	2.01	1.Students may lack awareness of professional ethics, integrity, and responsibilities, leading to challenges in ethical decision-making.
Action 1: Encouraged participation in group debates, role-playing, and mock ethical decision-making exercises to instill a deeper understanding of professional ethics. Action 2: Encouraging students to access online courses (e.g., NPTEL, Coursera) on engineering ethics and professional responsibility to strengthen students' conceptual foundation.			
PO 9 : Individual and Team Work			
PO 9	2.51	2.43	1.Students are able to function effectively as individuals, but some may struggle with collaborating in diverse teams or taking leadership roles in group
Action 1: Integrated team-based projects into the curriculum, ensuring students collaborate on problem-solving tasks across different disciplines. Action 2: Encouraged participation in group-based hackathons, coding competitions, and multidisciplinary events like the Smart India Hackathon to enhance collaborative problem-solving abilities.			
PO 10 : Communication			
PO 10	2.51	2.16	1. Technical report writing, documentation, and formal communication skills need improvement, as students may struggle with structuring reports, using technical
Action 1: Implemented group discussions, technical debates, and panel discussions to enhance students' ability to communicate effectively in professional settings. Action 2: Encouraged students to participate in technical symposiums, poster presentations, and conferences, helping them gain confidence in public speaking.			

PO 11 : Project Management and Finance			
PO 11	2.51	2.06	Limited exposure to financial aspects of engineering projects, such as cost estimation, budgeting, and resource allocation, may have contributed to the lower
Action 1: Organized guest lectures and seminars by industry experts on topics like cost estimation, financial planning, and entrepreneurship in engineering. Action 2: Encouraging students to participate in interdisciplinary projects and hackathons to develop collaborative and managerial skills.			
PO 12 : Life-long Learning			
PO 12	2.51	2.25	1.Limited participation in self-learning activities such as online courses, certification programs, research publications, and technical blogs.
Action 1: Encouraged participation in professional organizations (ISTE, CSI), promoting engagement in technical discussions, workshops, and research activities. Action 2: Integrated research-based assignments that require students to explore beyond textbooks, fostering independent study habits.			

PSOs Attainment Levels and Actions for Improvement- (2023-24)

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PSOs	Target Level	Attainment Level	Observations

PSO 1 : Capability to utilize fundamental mathematical principles in computer science and engineering to deliver optimal solutions.

PSO 1	2.51	2.52	The current curriculum appears effective in integrating mathematical concepts with computing and engineering applications.

Action 1: Encouraged students in group projects and peer-to-peer learning opportunities that involve problem-solving and the application of mathematical principles in computing tasks.
Action 2: Incorporating programs which integrates algebraic concepts through coding that apply mathematical principles.

PSO 2 : Designing, testing, and evaluating software to meet end users' requirements and offering innovative technologies for creating cost-effective solutions.

PSO 2	2.51	2.70	The higher attainment suggests that the current curriculum effectively equips students with the necessary skills in software development and innovation.

Action 1: Strengthened partnerships with industry professionals have been established to provide students with insights into current trends and practices, enhancing their readiness for the workforce.
Action 2: Additional resources, such as workshops and seminars on emerging technologies, have been provided to support students in staying abreast of industry developments.

7.2 Academic Audit and actions taken thereof during the period of Assessment (10)

Total Marks
10.00

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Institute Marks

10.00

Edit Answer

The **Academic Audit** conducted during the assessment period ensured **continuous improvement in teaching, learning, and evaluation processes**. Regular assessments helped identify **strengths and areas for enhancement**, leading to **curriculum refinements, faculty development programs, and student support initiatives**. Actions taken included **upgrading learning resources, enhancing research opportunities, and strengthening industry collaborations**. These efforts resulted in **improved student performance, higher course outcome attainment, and overall academic excellence**.

7.3 Improvement in Placement, Higher Studies and Entrepreneurship (10)

Total Marks
10.00

Open Seperately (eSARUGTierIIQuestion.aspx?Appid=9928&Progid=1433&QuestID=68)

Institute Marks

Assessment is based on improvement in:

10.00

- Placement: number, quality placement, core industry, pay packages etc.
- Higher studies: performance in GATE, GRE, GMAT, CAT etc., and admissions in premier institutions
- Entrepreneurs

Write Answer

7.4 Improvement in the quality of students admitted to the program (10)

Total Marks
10.00

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Institute Marks

10.00

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.

Edit

Item		2024-25	2023-24	2022-23
National Level Entrance Examination Management	No of students admitted	59	43	38
	Opening Score/Rank	279	245	273
	Closing Score/Rank	126	128	127
State/ University/ Level Entrance Examination/ Others CENTAC	No of students admitted	60	43	45
	Opening Score/Rank	262	272	278
	Closing Score/Rank	140	142	149
Name of the Entrance Examination for Lateral Entry or lateral entry details CENTAC	No of students admitted	0	1	1
	Opening Score/Rank	0	73	78
	Closing Score/Rank	0	73	78
Average CBSE/Any other board result of admitted students(Physics, Chemistry&Maths)				

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