AGENDA

3rd Meeting of IQAC Members

8/20/2024
MLV Textile & Engineering College
Bhilwara

M. L. V. Textile & Engineering College, Bhilwara
(A constituent College of Rajasthan Technical University, Kota)
INTERNAL QUALITY ASSURANCE CELL
AICTE - F. No. North-West/1-43655739323/2024/EOA, 17 May 2024

No. F.1/Gr.6 (IQAC)/01 (Meeting)/2024/ 2487 **Dated: 14.08.2024**

Members
Internal Quality Assurance Cell (IQAC)
M L V Textile & Engineering College
Bhilwara

Subject: 3rd meeting of IQAC members

Sir / Ma'am,

This is to inform you that the 3rd meeting of members of Internal Quality Assurance Cell has been scheduled on **Monday, August 20, 2024 at 03:00 pm in Room No. 1**.

Agenda for the meeting is attached herewith. With all humility and modesty, I request all the members to please go through the agenda and make it convenient to attend the meeting.

Your suggestions would surely add value to our future endeavors for academic excellence.

With profound regards

D N Vyas
Principal
& Chairman (IQAC)

AGENDA: 3rd MEETING OF IQAC

The agenda for 3rd meeting Internal Quality Assurance Cell (IQAC) of the College to be held on August 20, 2024 at 3:30 pm in Room No. 1 is as follows:

Item No. 3.1 To consider the report of IQAC activities undertaken during 2023 – 24.

During the academic session of 2023–24, a substantial number of activities were undertaken to ensure the quality of the teaching-learning process and to enhance the evaluation mechanisms within the department. These activities were meticulously planned and executed with the aim of improving both the pedagogical methods and assessment strategies employed throughout the academic year.

The initiatives included a range of workshops, seminars, and training programs designed to update faculty on the latest teaching techniques, incorporate innovative pedagogical tools, and refine evaluation methodologies. Additionally, student-centric programs were organized to provide insights into effective learning strategies and to offer feedback on their academic experiences.

To support these efforts, we conducted comprehensive evaluations to assess the impact of these activities on teaching quality and learning outcomes. This involved gathering feedback from both faculty and students, analyzing performance data, and making iterative improvements based on the findings.

The detailed report of these activities, outlining their objectives, execution, and outcomes, is now presented for your review. This report aims to provide a comprehensive overview of the steps taken to uphold and enhance the quality of education and assessment within the department.

Benefits: Your kind perusal and feedback on this report would be highly appreciated as we continue to strive for excellence in our academic endeavors.

Annexure 1

Members may please note.

Item No. 3.2 To consider the modification in Academic Audit formats.

The Academic Audit for the activities conducted during the odd semester has been thoroughly carried out, focusing on evaluating the quality and effectiveness of various academic initiatives. The audit reports were meticulously prepared and categorized into four distinct formats to comprehensively address different aspects of the academic activities: department status, theory instruction, practical sessions, and seminars/projects.

Based on the insights gained from this first-time experience with the audit process, several modifications and recommendations for improvement have been identified. These proposed changes aim to enhance the overall quality of academic activities, address any deficiencies, and better align the department's practices with established educational standards. The detailed report, including these modifications and recommendations, is now presented for your consideration.

Benefits: Your feedback on these suggestions will be invaluable as we seek to implement improvements and refine our academic processes moving forward.

Annexure 2

Members may please accord their agreement upon it.

Item No. 3.3 To consider the Academic Performance Report of the students during odd semester of 2023 – 24

A comprehensive report has been prepared based on the results of the odd semesters for the academic year 2023–24, as declared by Rajasthan Technical University, Kota. This report provides an in-depth analysis of the academic performance across various departments and courses during the odd semester.

Report Overview:

1. **Performance Metrics:** The report includes detailed performance metrics, such as pass rates, average grades, and distribution of grades among students. It offers a comparative analysis of these metrics across different departments and courses, highlighting any significant trends or anomalies.

2. **Student Performance Analysis:** An analysis of student performance has been conducted to identify areas of strength and weakness. This includes an evaluation of student achievements, areas where students struggled, and any patterns observed in the results that could indicate underlying issues in the curriculum or teaching methods.

3. **Course and Faculty Evaluation:** The report assesses the effectiveness of various courses and teaching faculty based on the results. It evaluates how well the course content and teaching methods aligned with student learning outcomes and identifies any gaps that may need addressing.
4. **Feedback and Recommendations:** Based on the analysis, the report provides feedback on the

effectiveness of the academic programs and suggests recommendations for improvement. This includes potential adjustments to course content, teaching strategies, or assessment methods.

5. **Action Plan:** An action plan is proposed to address the identified issues, improve student performance, and enhance the overall quality of education. This plan outlines specific steps to be taken, responsible parties, and timelines for implementation.

The conclusions drawn from the report are pivotal for understanding the academic performance trends and addressing any challenges. Key points for discussion include:

- **Identifying Patterns:** Discussion should focus on any patterns observed in student performance and whether they indicate broader issues that need to be addressed.
- **Evaluating Effectiveness:** Evaluating the effectiveness of current teaching methods and course content based on the performance data.
- **Implementing Improvements:** Deliberating on the proposed recommendations and action plan to ensure they are practical and aligned with the department's goals for academic excellence.
- **Future Monitoring:** Establishing a framework for continuous monitoring and evaluation to track the effectiveness of implemented changes and ensure sustained improvement.

The report is presented for detailed review and discussion to gain insights and make informed decisions on the necessary improvements and strategic actions to enhance academic performance and quality.

Benefits: Your input on these conclusions will be crucial in shaping the future academic strategies and ensuring better outcomes for students.

Annexure 3

Members may place on record their comments.

Item No. 3.4 To consider the strategic action plan for the academic session 2024 – 25

Quality in education is an ongoing journey, and there is always room for continuous improvement. Reflecting on past experiences, it has become evident that performance in several key courses—deemed critical for the students' academic and professional success—requires targeted enhancements. Addressing these areas is essential to ensure that our educational offerings meet the highest standards and effectively support student learning.

To address these needs, it is imperative to focus on specific modifications in the Teaching and Learning process for the academic session 2024–25. The aim is to implement a strategic action plan that will drive improvements and foster a more effective learning environment. Here's a detailed approach to how this can be achieved:

1. **Assessment of Current Performance:** Begin by conducting a thorough review of the performance data for the key courses that require improvement. Analyze student feedback, exam results, and course evaluations to identify the root causes of underperformance.
2. **Identification of Key Areas for Improvement:** Based on the assessment, pinpoint the areas within the Teaching and Learning process that need enhancement. This could involve revising course content, updating teaching methods, improving practical training, or addressing any gaps in student support.
3. **Development of a Strategic Action Plan:** Formulate a comprehensive action plan that outlines specific strategies

and initiatives aimed at addressing the identified issues. The plan should include:

- **Objectives:** Clear goals for what the plan aims to achieve in terms of quality improvement.
- **Actions:** Detailed steps to be taken to implement changes in teaching methods, course materials, and assessment practices.
- **Responsibilities:** Designation of roles and responsibilities for faculty members, administrators, and other stakeholders involved in the implementation process.
- **Timeline:** A schedule for when each action will be carried out, including milestones for monitoring progress.

4. **Implementation of the Action Plan:** Execute the strategic plan as outlined. Ensure that all involved parties are aware of their responsibilities and the timeline. Provide the necessary resources and support to facilitate the changes.
5. **Monitoring and Evaluation:** Establish mechanisms for ongoing monitoring and evaluation of the implemented changes. Collect feedback from students and faculty, track performance metrics, and assess the effectiveness of the new strategies.
6. **Continuous Improvement:** Use the insights gained from the monitoring phase to make further refinements and adjustments as needed. Emphasize that quality improvement is a dynamic process and requires regular updates to stay aligned with evolving educational standards and student needs.

Benefits: By preparing, executing, and implementing this strategic action plan at the department level, we can make meaningful strides towards enhancing the quality of our educational offerings. This proactive approach will help us address current challenges, improve student outcomes, and advance our commitment to academic excellence in the upcoming academic session.

Members may please suggest the outlines of action plan.

Item No. 3.5 To consider the initiatives to be taken up towards employability enhancement

National and international reports highlight a concerning statistic: only 25–28 percent of engineering graduates in India are deemed employable. This issue demands serious and strategic attention. Traditional curricula and teaching methods are proving inadequate in addressing this significant challenge.

While the University follows the curriculum prescribed and updated by the All India Council for Technical Education (AICTE), New Delhi, which aligns with the national framework, there is also a need to integrate content that extends beyond the standard curriculum. Incorporating such content requires embracing the latest industry practices.
To tackle this challenge effectively, we propose discussing and exploring innovative approaches for delivering content that prepares graduates for the evolving job market. A framework for these strategies is detailed in Annexure 4 for your consideration, discussion, and adoption.

***Benefits*:** Implementing this framework will align the teaching-learning process with current technological advancements and industry trends, significantly enhancing student employability and fostering greater awareness of entrepreneurship opportunities.

Annexure 4

Members may please indulge and decide.

Item No. 3.6 To consider the Hand Book of HoD

To provide a clear framework that supports the smooth operation of departmental activities and enhances collaborative efforts a handbook is designed outlining the key duties and expectations associated with different roles.

***Benefits*:** The handbook is intended to serve as a valuable resource for both new and existing department members, providing guidance on their specific responsibilities and how they contribute to the department's overall success. By fostering a clear understanding of these roles, we aim to promote a collaborative and productive environment, ultimately enhancing the quality of our academic and administrative functions.

Annexure 5

Members are welcome to suggest any modification, addition and proper placement in the content.

Item No. 3.7 To consider organizing co-curricular activities at department level

Organizing co-curricular activities within an academic department plays a crucial role in shaping the personality and capabilities of graduating engineers. These activities not only provide essential technical updates but also offer opportunities for students to engage with online and offline platforms that enhance their soft skills. This, in turn, builds self-confidence and contributes to their overall sustainable growth.

In pursuit of quality enhancement, it is essential to organize a variety of events such as workshops, seminars, and student knowledge enhancement programs.

***Benefits*:** These activities are not only vital for personal development but also serve as key performance indicators for achieving higher rankings at the university level. They enable the college to compete effectively on both state and national quality-conscious platforms, thereby reinforcing its commitment to excellence.

Annexure 6

Members may kindly suggest the key areas.

Item No. 3.8 To consider the methods of enhancing students' classroom engagement

In a recent article in a leading national newspaper, Sudha Murthy, a renowned industrialist, author, and member of the Rajya Sabha–Indian Parliament expressed her concern about the growing trend of students avoiding classroom engagement. She emphasized the critical role of active classroom participation in building students' confidence and overall development.

To achieve meaningful outcomes in education, it is essential to focus on enhancing classroom engagement, delivering content effectively, maintaining a transparent evaluation system, providing realistic feedback, and implementing corrective measures within the teaching and learning process.
We seek your suggestions on strategies to minimize students' tendencies to escape or procrastinate. Effective approaches should help students recognize their responsibilities to themselves, their families, society, and the nation.

Benefits: This will help convert their time–investment; parents' money–investment and teachers' intellect–investment into desired degree of output and make their dreams come true.

Members may please suggest the way-out.

Item No. 3.9 To consider new tool for calculating CO – PO – PSO attainment

Learning from past experiences indicates that effective CO–PO–PSO mapping and attainment calculation require a detailed, grassroots-level approach. Once the mapping aligns with the course requirements, linking Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs) becomes more manageable. However, this process necessitates additional efforts to enhance employability beyond the generic knowledge provided through traditional curriculum-based teaching, favoring a learner-centric approach.

To streamline this process, a new user-friendly MS Excel based tool has been developed. This tool is designed to assist faculty across all departments in adopting a unified approach for calculating attainments and planning more effectively for future student cohorts.

We propose adopting this tool to support and enhance our efforts in improving the alignment between educational outcomes and employability.

***Benefits*:** This new toll will help save time of every faculty involved in teaching and evaluation process and will navigate the path leading to continuous and sustainable improvement.

Members may please adopt and support the endeavors.

Item No. 3.10 To review the departmental teaching hours and restructuring of subject allocation

Quality education in professional institutions catering to the need of industry is of utmost importance and paramount for all of us engaged in. This can only be experienced if we migrate from traditional method and rigid curriculum to innovative methods and flexible curriculum based upon learner centric approach.

The finest side of TEQIP-III in the past and RHTEQIS in the present time is to utilize the human resources made available for establishing a sustainable eco-system needed for approaching excellence in technical education. On the contrary, it has been the experience that the human resources made available under such schemes were engaged in exhaustive teaching that lead to fail in accreditation process which may be considered as a serious flaw in the system.

***Benefits*:** The time has come to redeem our commitments and review the existing philosophy of using the human resources in inappropriate manner and restructure and overhaul the system to ensure the recovery of loss and making the system flawless.

In the light of above it is proposed to assign Assistant Teaching Associate the work related to "Development of Ecosystem" conducive to the best practices needed for approaching quality benchmarks. Model is proposed.

Annexure 7

Members may please extend support.

Item No. 3.11 Any other item.

----------Agenda ends here ----------

NOTES

2024

IQAC ANNUAL REPORT

Outlay v/s Outcome

This document contains the account of initiatives taken for quality enhance and output thereto for the academic year 2023 – 24.

14/08/2024
IQAC
MLVTEC, Bhilwara (INDIA)

VISION

- ✓ To contribute to India and the world through excellence in Technical education;
- ✓ To serve as a valuable resource for industry, research and society; and remain a source of pride for our state Rajasthan.

MISSION

- ➢ To create technical manpower for meeting the current and future demands of industry;
- ➢ To provide education in close interaction with industry with emphasis on development of leadership qualities in students of our college with sensitivity to social development and eye for opportunity for growth in international perspective.

Manikya Lal Verma Textile & Engineering College, Bhilwara – 311 001 (INDIA)

MESSAGE OF PRINCIPAL

M. L. V. Textile & Engineering College, a constituent college of Rajasthan Technical University, Kota, continues to uphold its legacy as a premier institution for higher technical education, especially in the field of textiles, in Rajasthan. Established in 1988, the college has, over its 36-year history, consistently produced graduates with exceptional analytical, problem-solving, design, practical, and leadership skills, contributing significantly to national development.

The Annual Report for 2023-24 from the IQAC encapsulates our ongoing commitment to enhancing the quality of education and professional development for both faculty and staff. Guided by our six core principles and the dedicated efforts of all stakeholders, we have achieved a range of tangible and intangible outcomes, which are highlighted in this document. The report also proudly showcases the outstanding achievements of our faculty and students.

I firmly believe that with continued, focused efforts from everyone associated with the college, we will move ever closer to achieving excellence in alignment with our vision statement. It is with great pleasure that I present this report for your kind consideration.

Dr. Dinesh Narain Vyas

August 2024

M. L. V. Textile & Engineering College, Bhilwara
(A Constituent College of Rajasthan Technical University, Kota)
INTERNAL QUALITY ASSURANCE CELL
AICTE - F. No. North-West/1-36539874797/2023/EOA, 14 August 202

IQAC ANNUAL REPORT for 2023 – 24

The objectives of IQAC are

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

IQAC shall evolve mechanisms and procedures for

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

Some of the functions expected from IQAC are:

- Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution;
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;
- Dissemination of information on various quality parameters of higher education;
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various programs/activities leading to quality improvement;
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;

- Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- Development of Quality Culture in the institution;
- Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC/NBA, to be submitted to NAAC/NBA.

IQAC will facilitate / contribute

- Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement;
- Ensure internalization of the quality culture;
- Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;
- Provide a sound basis for decision-making to improve institutional functioning;
- Act as a dynamic system for quality changes in HEIs;
- Build an organized methodology of documentation and internal communication.

Composition of IQAC

S. No.	Name & Designation	On Board
1.	Dr. D. K. Sharma, Principal	Chairman
2.	Dr. D. N. Vyas, Associate Professor	Coordinator
3.	Dr. K. C. Jain, Associate Professor & OIC (Establishment)	Member
4.	Smt. Meenu Munjal, Assistant Professor (TT)	Dept. Coordinator (TT)
5.	Sh. Dinesh Kumar Sharma, Assistant Professor (ME)	Dept. Coordinator (ME)
6.	Sh. Jitendra Meena, Assistant Professor (TC)	Dept. Coordinator (TC)
7.	Sh. Anurag Jagetiya, Assistant Professor (IT)	Dept. Coordinator (IT)
8.	Smt. Sarita Chouhan, Assistant Professor (ECE)	Dept. Coordinator (IT)
9.	Sh. Rajeev Agarwal, Assistant Professor (BS-CH)	Dept. Coordinator (BS)
10.	Sh. Suraj Kumar Gupta, Visiting Faculty (ME)	Member
11.	Sh. L. N. Somani, Accounts Officer	Member
12.	Sh. Vijay Agarwal, MD, Calvintex Bhilwara	Member
13.	Sh. Shyam Verma, CEO, RBSL Bhilwara	Member
14.	Sh. Vinod Melana, Industrialist, 'APNA SANSTHAN'	Member
15.	Mr. Ansh Tiwari, Student (B. Tech - IT)	Member

REPORT BEGINS

Paving a road approaching the quality in teaching and learning activities in an Engineering College requires collective and effective efforts with the flavor of Kaizen. The Internal Quality Assurance Cell was established in April 2022 to give insight into quality aspects of teaching – learning in undergraduate programs and strived to take initiatives for implementation of quality assurance strategies in the college through department coordinators.

The activities undertaken during the academic session 2023-24 and strategies adopted could contribute to the extent what was expected amidst all financial and circumstantial hardships.

Guiding principles of quality initiatives:

- ✓ Technical Skill Development
- ✓ Research Aptitude Development
- ✓ Soft Skill Development including value education and professional ethics
- ✓ Confidence building and leadership skill development measure
- ✓ Awareness about physical & mental fitness
- ✓ Social Outreach

Several initiatives were taken to put a step ahead for quality assurance in the College:

Awareness and Technical Skill Development:

- National Handloom Day raised awareness about preserving traditional handlooms.
- SIP 2K23 successfully oriented 189 new B.Tech students through an induction program.
- An Internal Hackathon for SIH-23 enabled 14 teams to showcase innovative solutions.
- Introduction to Web3 provided insights into block-chain technology.
- A GIT Workshop enhanced students' understanding of version control systems.
- Nation Mathematics Day celebrated mathematics with quizzes and challenges.
- OPENHACK 2024 hosted a hackathon with 14 teams, promoting technical skills and collaboration.
- A MATLAB Workshop trained 27 faculty members in advanced computational tools.
- NPTEL Recognition highlighted the achievements of faculty and students in online courses.

Research Aptitude Development:

- The TECH-BIZZ CLUB was established to foster research and innovation.
- A grant of INR 2.05 crore was received to set up advanced digital labs at MLV Textile & Engineering College.
- An MoU was signed with Grasim Industries for research collaboration.

- Mission 2028 was announced to transform MLVTEC into a Smart Centre integrating multiple disciplines.
- Another MoU with Ed-Mech Pvt. Ltd. facilitated placement and internship opportunities for students.

Soft Skill Development:

- A motivational talk followed by a quiz held to enhance the soft skill of the students

Confidence Building and Leadership Skill Development:

- A Personality Development session prepared students for recruitment processes.
- The Indo-Japan Textile Research Conference contributed to international research dialogue.
- The 35th edition of SPARKLE Magazine was launched, celebrating the college's achievements.

Physical & Mental Fitness Awareness:

- A Heartfulness Session by Sangeeta Bansal promoted mindfulness, meditation, and inner peace among students.
- Students have enhanced their awareness of physical and mental fitness by participating in the Health & Fitness Marathon.

Social Outreach:

- A Cleanliness Drive promoted environmental responsibility on campus.
- World Standard Day engaged 150 participants in activities emphasizing standardization.
- Energy Conservation Day highlighted sustainable practices through seminars and quizzes.
- A Blood Donation Camp collected over 100 units of blood, supporting local healthcare.
- World Water Day, along with subsequent essay and poster competitions, raised awareness about water conservation.
- A seminar on water conservation, led by students and facilitated by an Associate Professor, focused on community education about water issues.

What follows is the brief account of outcomes of such initiatives:

Table 1: Technical Skill Development

S. No.	Initiative	Outcome
1	**National Handloom Day** (07/08/2023)	Raised awareness about the importance of **preserving traditional handlooms and modernizing weaving techniques**. Addressed the challenges faced by handloom weavers and discussed their critical role in the economy, fostering greater support for this sector. **Number of Participants:38**
2	**SIP 2K23** (01/09/2023)	Successfully oriented 189 newly admitted B.Tech students through a comprehensive **induction program**, helping them acclimate to academic life and enhancing their preparedness for the rigors of the engineering curriculum. **Number of Participants: 189**
3	**Internal Hackathon for SIH-23** (23/09/2023)	Facilitated a competitive environment where 14 teams presented **innovative solutions to real-world problems**, showcasing their technical prowess and problem-solving skills, and promoting collaboration and creative thinking among participants. **Number of Participants:94**
4	**Introduction to Web-3** (02/11/2023)	Provided valuable insights into the emerging Web3 technology and its potential **impact on India's digital economy.** The session, led by Shanu Joshi, covered advancements in block-chain and its applications in gaming, equipping students with cutting-edge knowledge. **Number of Participants:50**
5	**GIT Workshop** (08/12/2023)	Conducted a detailed three-day workshop on GIT, enhancing students' understanding of version control systems, which is essential for **collaborative software development** and improving their coding practices. **Number of Participants:110**
6	**National Mathematics Day** (22/12/2023)	Celebrated mathematics with engaging activities including quizzes and challenges. The event aimed to foster a deeper interest in mathematics and provide a platform for students to showcase their **problem-solving skills and mathematical creativity**. **Number of Participants:40**
7	**OPENHACK 2024** (25/02/2024)	Hosted a successful **hackathon with 14 teams from various colleges**, focusing on practical coding and problem-solving. The event promoted technical skill development, innovation, and collaboration among students from different institutions. **Number of Participants: 82**
8	**MATLAB Workshop** (10/06/2024)	Provided **advanced training on MATLAB** to faculty members, enhancing their technical skills and ability to teach complex engineering concepts effectively. This workshop aimed at improving faculty competencies in computational tools for academic and research purposes. **Number of Beneficiaries:27**
9	**NPTEL Recognition** (Jul-Dec 2023)	Recognized achievements in **NPTEL courses** with awards for Smt. Meenu Munjal, Assistant Professor (Textile Technology) and Tushar Chandrakant Patil, and acknowledgment of Aas Mohmmad's completion of an advanced course. The recognition highlighted the commitment to continued learning and skill enhancement. **Number of Certification: 3**

Table 2: Research Aptitude Development

S. No.	Initiative	Outcome
1	**Tech-Bizz club announced** (01/08/2023)	Established the **TECH-BIZZ CLUB** for the 2023-24 academic session, fostering a collaborative environment for research and innovation under the guidance of Suraj Kumar Gupta.
2	**NTTM's Grant for college** (18/08/2023)	MLV Textile College received INR 2.05 crore grant to set up **advanced digital labs**, significantly enhancing technical textile education by providing state-of-the-art facilities for students and researchers.
3	**MOU Signed with Grasim Industries** (07/03/2024)	Signed **MoU with Grasim Industries** to drive innovation and research collaboration, leading to the development of new technologies and skill-building initiatives in the textile and engineering sectors.
4	**Mission 2028 announced** (17/03/2024)	MLVTEC is embarking on a transformative journey to become a Smart Centre of **"STEDYEAR,"** integrating Science, Technology, Engineering, Design, and Yoga Education and Research by 2028. This initiative aims to revolutionize education and research through a holistic and multidisciplinary approach, promoting innovation and comprehensive development in the region.
5	**MOU Signed with Ed-Mech PVT. LTD.** (12/06/2024)	Facilitated **placement and internship opportunities** for students, bridging the gap between academia and industry in Mechanical Engineering.

Table 3: Soft Skill Development including Value Education and Professional Ethics

S. No.	Initiative	Outcome
1	**Personality Development for Recruitment Process** (01/11/2023)	Delivered a **motivational talk and conducted a science quiz** aimed at developing students' personality traits and preparing them for job interviews and career challenges. The event helped students enhance their confidence and communication skills. **Number of Beneficiaries:147**

Table 4: Confidence building and leadership skill development measure

S. No.	Initiative	Outcome
1	**Indo-Japan Textile Research Conference** (27/11/2023)	Sh. Arvind Vashishtha, Associate Professor (TPO) was sponsored for presenting a research paper on woven-reinforced composites, contributing to international dialogue and **knowledge exchange in the textile industry in Indo-Japan Textile Research Conference organized by Indian Institute of Technology, Delhi.**
2	**SPARKLE Unveiled** (17/03/2024)	Launched the 35th edition of SPARKLE Magazine, celebrating the college's achievements and milestones. The publication highlighted the **accomplishments of students, faculty, and alumni, fostering a sense of pride.**

Table 5: Awareness about physical & mental fitness

S. No.	Initiative	Outcome
1	**Heart- fullness Session by Sangeeta Bansal** (Jan- Feb, 2024)	Students participated in a transformative session led by Sangeeta Bansal from the Heartfulness Institute, focusing on meditation and self-awareness. Bansal's teachings **promoted mindfulness and inner peace**, offering students a break from daily stress. **Number of Beneficiaries:52**
2	**Health and Fitness Marathon** (20/01/2024)	The students have demonstrated an increased awareness of physical and mental fitness by actively participating in the Health & Fitness Marathon organized by **Bhilwara Bhaskar** and the **District Athlete Federation**. This activity has reinforced the importance of maintaining a healthy lifestyle and mental well-being. **Number of Participants: 22**

Table 6: Social Outreach

S. No.	Initiative	Outcome
1	**Cleanliness Drive** (03/09/2023)	Organized a **campus-wide cleanliness drive** involving students in maintaining campus hygiene. The initiative promoted environmental responsibility and community involvement, resulting in a cleaner and more sustainable campus environment. **Number of Participants:124**
2	**World Standard Day** (13/10/2023)	Conducted a range of activities including a health workshop, essay competition, and quiz, engaging the participants. The event highlighted the importance of standardization and its impact on quality and safety in various fields. **Number of Participants:167**
3	**Energy Conservation Day** (14/12/2023)	Educated students and faculty on energy conservation through a seminar and quiz competition. The event emphasized **sustainable energy practices and their importance** in engineering and everyday life, promoting awareness and practical conservation methods. **Number of Participants:50**
4	**Blood Donation Camp** (16/12/2023)	Successfully organized a **blood donation drive**, collecting significant number of units of blood from students. The initiative, in collaboration with Arihant Hospital, supported local healthcare needs and encouraged a culture of altruism and community service. **Number of Donors : 100**
5	**World Water Day** (22/03/2024)	Hosted a workshop and essay competition on water conservation, involving 40 students. The event raised awareness about water management issues and encouraged participants **to develop solutions and contribute to sustainable water practices.** • Held an essay competition on with eight students participation "**Water Conservation and Its Importance**," to reflect on their views on crucial environmental issues. (21/06/2024) • Poster-making competition held **to promote water conservation**. With 5 student participants, the event showcased artistic talents while raising awareness about the importance of water-saving practices. (22/06/2024) • A seminar on "**The Importance of Water and Its Conservation**," held featuring presentations by students and facilitated by Associate Professor K.G. Bhadada. With 27 participation the seminar focused on educating about water conservation challenges and strategies. (29/06/2024)

Publications of IQAC:

- Academic Calendar, **Odd Semester-June 2023, Even Semester-December 2023**
- IQAC Annual Report 2023-24**, July 2023**
- Newsletters, Six issue from **July 2023 to June 2024**
- Project Evaluation Manual, **February 2024**
- Evaluation Scheme and Rubrics for Training, Seminar, **March 2024**
- Poster of Mission 2028, **March 2024**
- RTU Rule Book 2024-25, **May 2024**
- Academic Audit Manual, **May 2024**
- OBE Guideline for 2024-25, **May 2024**
  - 1st Year
  - Mechanical Engineering (ME)
  - Electronics and Communication Engineering (ECE)
  - Information Technology (IT)
  - Computer Science Engineering (CSE)
- Result Analysis of Odd Semesters, **June 2024**
- Commercial Testing Manual for Textiles, **June 2024**
- Solutions of Previous Years' Questions in Engineering Mathematics-I and II, **June 2024**

All these publications have been circulated among students and staff through Whatsapp sharing.

The Coordinator (IQAC) extends sincere thanks and congratulations to all who have contributed, directly or indirectly, to our ongoing journey toward enhancing the quality of the Teaching-Learning Process. As we move forward in this session, we must continue to put in greater effort by developing innovative mechanisms to achieve our goals.

Together, we can become the source of our students' success and satisfaction.

Dr. Dinesh Narain Vyas

Place: Bhilwara

Day & Date: Monday, August 14, 2024

REPORT ENDS HERE

Published by

Internal Quality Assurance Cell (IQAC)

M. L. V. Textile & Engineering College, Bhilwara

(A constituent college of RTU, Kota)

PIN – 311 001 (INDIA)

www.mlvti.ac.in

ANNEXURE-2

Modified Academic Audit Formats

2nd Year Onwards	A, B, C, D Forms
1st Years	1A, 1B, 1C Forms

AGENDA

3rd Meeting of IQAC Members

For 2nd YEAR ONWARDS

ACADEMIC AUDIT- DEPARTMENT

1. DEPARTMENT DETAILS*(To be filled in by the DCAA)*

Name of Department:			
Name of Programme:			
Academic year			
Semester	**III/IV**	**V/VI**	**VII/VIII**
No. of Theory courses offered			
No. of Practical Courses offered			

2. FACULTY/ STAFF STRENGTH *(To be filled in by the DCAA)*

Faculty	**Required***	**Available**	
		Regular	**Contractual**
Professor			
Associate Professors			
Assistant Professor			
Total			
Staff	**Required***	**Available**	
		Regular	**Contractual**
Lab Assistants			
Supporting Staffs			
Office Staffs			
Total			

*As per AICTE Norms

3. FACULTY DETAILS *(To be filled in by the DCAA)*

S.No.	Name of the Faculty Member	PAN No.	Highest Qualification With Specialization	Experience (Years)	Roles & Responsibilities	Designation	Date of Joining
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

4. COURSE DELIVERY*(To be filled in by the DCAA)*

Semester	From Core Department			From Other Department			To Other Department		
	No. of Faculty	No. of Courses	Credits	No. of Faculty	No. of Courses	Credits	No. of Faculty	No. of Courses	Credits
I/II									
III/IV									
V/VI									
VII/VII									

Note: Mention "**NA" in corresponding cell if Not Applicable**

5. TEACHING CONTACT HOURS *(To be filled in by the DCAA)*

S.No.	Name of the Faculty	Name of Theory/ Lab	No. of Courses		No. of Period (per week)		Credits	Contact Hours	More / Less Than Prescribed hours
			T	P	T	P			
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

** Add additional row(s), if necessary

6. **CLASS COORDINATION SYSTEM:** *(To be filled in by the DCAA)*

Semester	Name of the Faculty Advisor/ Coordinator	Name(Roll Number) of Cass Representative	Remark
III/IV			
V/VI			
VII/VIII			

*ensure availability of related documents

7. **VALUE ADDED COURSES ORGANIZED** *(To be filled in by the DCAA)*
(Workshops, Short Term Course, Training, Guest/ Expert Lectures etc.)

S. No.	Name of the value-added courses organized	Duration of course (Hours)	Number of students enrolled in the Course	Number of Students completed the Course	Remarks
1					
2					
3					
4					
5					
6					

** Add additional row(s), if necessary , ensure availability of related documents

8. **BEST PRACTICES FOLLOWED IN THE DEPARTMENT** *(To be filled in by the DCAA)*

List out and Describe

Name of the Practice	Description

** Add additional row(s), if necessary, ensure availability of related documents

9. COURSE LESSON PLAN PREPARATION AND MONITORING ***(To be filled in by the DCAA)***

Description	**III/IV SEM**	**V/VI SEM**	**VII/VIII SEM**
No. of Courses (Theory & Practical)			
No. of course lesson plans prepared before the commencement of class work (MoM Copies)			
Number Courses of which syllabus have been taught/ covered as per Lesson Plan (Review on Lesson Plans in mid of the Semester)			

(Evidence to be verified: course lesson plan documents)

10. MINUTES OF THE MEETING ***(To be filled in by the DCAA)***

(Internal Department Meeting minutes showing the discussion on the following issues)

S.No.	**Meeting Date**	**Meeting details in Brief**

Add or Delete row(s) as per availability

11. **DEPARTMENTAL INFORMATION ON INSTITUTE WEBSITE** ***(To be filled in by the DCAA)***

(Display list of documents on www.mlvti.ac.in/ departments)

S.No	Document/Information	Availability (Yes/No)	Remarks
1	About Department		
2	Vision, Mission & PEOs		
3	PO & PSO		
4	Faculty & Staff		
5	Labs and Equipments		
6	OBE's Guide		
7	PYQ Papers		
8	Time Table		
9	Departmental Reports		
10	Research and Innovative Projects		
11	List of Toppers (Till Date)		

Add additional row(s), if necessary

12. **SWOC ANALYSIS** ***(To be filled in by the Auditor or add separate page if required)***

SWOC	ANALYSIS
STRENGTH	
WEAKNESS	
OPPORTUNITIES	
CHALLENGES	

Comments of the *DVC/ Auditors*

Name and Signatures of *DVC/ Auditors*

1.

2.

HOD

PRINCIPAL

M.L.V. Textile & Engineering College, Bhilwara

[A constituent College of Rajasthan Technical University, Kota]

INTERNAL QUALITY ASSURANCE CELL (IQAC)

ACADEMIC AUDIT- THEORY

(Separate for each Semester)

Program	**B.Tech/ M.Tech/PhD**	**Academic Year**	
Branch		**Date of Audit**	
Year, Semester		**Section**	

ASSESSMENT

1. **MAINTENANCE OF ATTENDANCE REGISTERS/ RECORD FILE** ***(To be filled in by the DCAA)***

Parameter	**Course Code**							**Remark**
	Course Name							
	Name of the Faculty Incharge							
Posting of Attendance in Attendance Register/ Record File								
Posting of Internal Marks in Attendance Register/ Record File								
Review and Signature by HOD (Monthly)								

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

2. SYLLABUS COVERAGE AS PER THE COURSE LESSON PLAN ***(To be filled in by the DCAA)***

Parameter								Remark
	Course Code							
	Course Name							
	Name of the Faculty Incharge							
No. of Hours Allotted as per Lesson Plan								
No. of Hours Engaged as per Attendance Register/Record								
Percentage of the Syllabus Covered as per Lesson Plan								

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

3. VERIFICATION OF COURSE FILE ***(To be filled in by DCAA***

Parameter								Remark
	Course Code							
	Course Name							
	Name of the Faculty Incharge							
Essential Enclosures								
CF 1. Course Outline (Add details from the Scheme)								
CF 2. Student Roll List with Contact numbers								
CF 3. Vision and Mission of the College and Department								
CF 4. Program Educational Objectives of the Department								
CF 5. Course Objective and Course Outcomes (COs)								

CF 6. Program Outcomes and Program Specific Outcomes of the department							
CF 7. CO – PO – PSO mapping table							
CF 8. Syllabus (As per RTU)							
CF 9. Students' class schedule, Faculty's class schedule							
CF 10. Lecture plan (Lesson Plan)							
CF 11. Assessment plan (Bifurcation of Internal Marks CO- Wise)							
CF 12. Attendance Record							
CF 13. Mid Term & End Term Question papers (Past and Present) along with solution							
CF 14. Direct Attainment Sheet- CO- wise Internal Assessment (IA) and End Term Exam (ETE) Marks							
CF 15. Indirect Assessment Sheet: Course Exit Survey along with sample copy of survey form with questionnaire							
CF 16. Three sample answer books of students (Best, Average, Lowest) duly evaluated and counter signed by the HoD (use prints of scanned answer books)							
CF 17. Award lists of Mid-term Assessment as uploaded on RTU portal (Take a print of uploaded marks)							
CF 18. Question Bank (As per Bloom's Taxonomy Verbs)							

CF 19. Result Analysis (After result declaration from University)							
CF 20. Attainment Reports: CO Attainment, CO-PO-PSO Attainment							
CF 21. Report by the faculty (Observation based on Attainment and Result Analysis, Action Plan for the next session etc.)							
CF 22. Remarks of HoD and his/her suggestions for next session							
Desirable Enclosures							
1. CO-wise assignments according to six learning levels							
2. Lecture Notes, Handouts etc.							
3. Innovation in teaching – learning process							
4. Use of ICT in teaching							
5. Contents beyond course curriculum							
6. Documents related to any expert lectures / sessions conducted on the course content or a part thereof							
7. Academic Calendar							

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

4. RESULT ANALYSIS ***(To be filled in by the DCAA)***

S.No	Course Code	Course Name	Appeared			Number of Passed Students			Pass %			Reamarks
			B	G	T	B	G	T	B	G	T	
1												
2												
3												
4												
5												
6												

➢ **B: Boys, G: Girls, T: Total**

5. QUALITATIVE ASSESSMENT ***(To be filled in by the DCAA)***

Parameter	**Course Code**							**Remark**
	Course Name							
	Faculty Incharge							
Quality of I/II -Mid-Term Question Paper-(Are as per Bloom's Taxonomy or Not ?)								
Whether evaluated answer books are shown to the students-(Signature of students after seeing the answer book)								
Is the obtained Class Average value surpassed the Threshold Value (IA)? (Ref.: Result analysis and threshold values chart)								
Is the obtained Class Average value surpassed the Threshold Value (ETE)? (Ref.: Result analysis and threshold values chart)								
Is the obtained Class Average value surpassed the Threshold Value (TOTAL)? (Ref.: Result analysis and threshold values chart)								

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

6. REMEDIAL CLASSES ***(To be filled in by the DCAA)***

(For below average students identified in Mid Terms Assessments)

Parameter	**Course Code**							**Remark**
	Course Name							
	Name of the Faculty Incharge							
Whether remedial classes conducted for backlog Subjects								

Comments of the *DVC/ Auditors*

Name and Signature of *DVC/ Auditors*

1.

2.

HOD

PRINCIPAL

M.L.V. Textile & Engineering College, Bhilwara

[A constituent College of Rajasthan Technical University, Kota]

INTERNAL QUALITY ASSURANCE CELL (IQAC)

ACADEMIC AUDIT- LAB

(Separate for each Semester)

Program	**B.Tech/ M.Tech/PhD**	**Academic Year**	
Branch		**Date of Audit**	
Year and Semester		**Section**	

ASSESSMENT

1. **MAINTENANCE OF ATTENDANCE REGISTERS/ RECORD FILE** ***(To be filled in by the DCAA)***

Parameter	**Course Code**							**Remark**
	Course Name							
	Name of the Faculty Incharge							
Posting of Attendance in Attendance Register/ Record File								
Posting of Internal Marks in Attendance Register/ Record File								
Review and Signature by HOD (Monthly)								

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

2. PERFORMING EXPERIMENTS AS PER THE COURSE LAB PLAN ***(To be filled in by the DCAA)***

Parameter	Course Code							Remark
	Course Name							
	Name of the Faculty Incharge							
No. of Hours Allotted as per Lab Plan								
No. of Hours Engaged as per Attendance Register/Record								
Percentage of the Experiment/ Practice performed as per Lab Plan								

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

3. VERIFICATION OF COURSE FILE ***(To be filled in by the DCAA)***

Parameter	Course Code							Remark
	Course Name							
	Name of the Faculty Incharge							
Essential Enclosures								
CF 1. Course Outline (Add details from the Scheme)								
CF 2. Student Roll List with Contact numbers								
CF 3. Vision and Mission of the College and Department								
CF 4. Program Educational Objectives of the Department								

CF 5. Course Objective and Course Outcomes (COs)							
CF 6. Program Outcomes and Program Specific Outcomes of the department							
CF 7. CO – PO – PSO Mapping table							
CF 8. List of Experiments (As per RTU)							
CF 9. Students' class schedule & Faculty's class schedule							
CF 10. Lab Plan along with Lab Manual							
CF 11. Rubrics for evaluation of Experimental work							
CF 12. Attendance Record							
CF 13. Practical Question paper (ETE), along with solutions (Past and Present)							
CF 14. Direct Attainment Sheet- CO- wise Internal Assessment (IA) and End Term Exam (ETE) Marks							
CF 15. Indirect Assessment Sheet: Course Exit Survey along with sample copy of survey form with questionnaire							
CF 16. Three Sample Lab Report File of Students (Best, Average, Lowest) Duly Evaluated and Countersigned by the HoD							
CF 17. Award lists of Internal and External Assessment as uploaded on RTU portal (Take a print of uploaded marks)							

CF 18. Question Banks for Viva voce and Practical Exams							
CF 19. Result Analysis (After result declaration from University)							
CF 20. Attainment Reports: CO Attainment, CO-PO-PSO Attainment							
CF 21. Report by the faculty (Observation based on Attainment and Result Analysis, Action Plan for the next session etc.)							
CF 22. Remarks of HoD and his/her suggestions for next session							
Desirable Enclosures							
1. List of Equipment, Hardware or Software (Related to Experiments to be performed in the Practical Course)							
2. Practical Notes, Handouts,							
3. Innovation in Teaching – Learning Process							
4. Use of ICT in Teaching, Virtual Lab							
5. Contents beyond Course Curriculum							
6. Documents Related to Any Expert Lectures, sessions Conducted on the Course Content or a Part Thereof							
7. Academic Calendar							
Further Assessment based on above observation							
Whether Day-to-Day / Continuous evaluation is							

carried out or not? (Ref. Lab assessment sheet)							
Dissemination of Vision, Mission, PEOs CO, PO, and PSOs in the Lab (Ref. Display Boards)							
Whether Lab Equipment is maintained properly (Ref. Equipment Condition)							

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

4. RESULT ANALYSIS ***(To be filled in by the DCAA)***

S.No	Course Code	Course Name	Appeared			Number of Passed Students			Pass %			Reamarks
			B	G	T	B	G	T	B	G	T	
1												
2												
3												
4												
5												
6												

➢ **B: Boys, G: Girls, T: Total**

5. QUALITATIVE ASSESSMENT ***(To be filled in by the DCAA)***

Parameter	**Course Code**							**Remark**
	Course Name							
	Faculty Incharge							
Is the obtained Class Average value surpassed the Threshold Value (IA)? (Ref.: Result analysis and threshold values chart)								
Is the obtained Class Average value surpassed the Threshold Value (ETE)? (Ref.: Result analysis and threshold values chart)								
Is the obtained Class Average value surpassed the Threshold Value (TOTAL)? (Ref.: Result analysis and threshold values chart)								

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

Comments of the DVC/ Auditor

Name and Signatures of *DVC/ Auditor*

1.

2.

HOD

PRINCIPAL

M.L.V. Textile & Engineering College, Bhilwara

[A constituent College of Rajasthan Technical University, Kota]

INTERNAL QUALITY ASSURANCE CELL (IQAC)

ACADEMIC AUDIT- PROJECTS/ SEMINAR/ TRAINING

Program	**B.Tech/ M.Tech/PhD**	**Academic Year**	
Branch		**Date of Audit**	
Year and Semester		**Section**	

ASSESSMENT

1. **MAINTENANCE OF COURSE FILE: PROJECT***(To be filled in by the DCAA)*

Parameter	**Course Name**	**Project Work**	**Remark**
	Incharge		
	Other Faculty/s		
Essential Enclosures			
CF 1. Course Outline (Add details from the Scheme)			
CF 2. Student Roll List with Contact numbers			
CF 3. Vision and Mission of the College and Department			
CF 4. Program Educational Objectives of the Department			
CF 5. Course Objective and Course Outcomes (COs)			
CF 6. Program Outcomes and Program Specific Outcomes of the department			
CF 7. CO – PO – PSO Mapping table			
CF 8. Students' class schedule & Faculty's class schedule			
CF 9. Formation of Project Groups , Guide Allocation (Ref. Project and Guides Allocation Documents)			

CF 10. Rubrics of Evaluation (Ref. Manuals available on Institute Website)		
CF 11. Maintenance of Attendance Registers as per the Time Table		
CF 12. Details of the Departmental Evaluation Committee (DEC)		
CF 13. Schedules and conducting of Review alongwith Assessment Sheet		
CF 14. Format for Presentation and Report (Ref.: A report , ppt , any related documents etc)		
CF 15. Continuous evaluation on the basis of presentation and understanding of the topic (Ref. Reports submitted by the students/ppt / Assessment Sheet)		
CF 16. Best project of the Session (Ref. feedback received from presentation attendees)		
CF 17. Sample copy of Project Report		
CF 18. Direct Attainment Sheet- CO- wise Internal Assessment (IA) and End Term Exam (ETE) Marks		
CF 19. Indirect Assessment Sheet: Course Exit Survey along with sample copy of survey form with questionnaire		
CF 20. Result Analysis (After result declaration from University)		
CF 21. Attainment Reports: CO Attainment, CO-PO-PSO Attainment		
CF 22. Report by the faculty (Observation based on Attainment and Result Analysis, Action Plan for the next session etc.)		
CF 23. Remarks of HoD and his/her suggestions for next session		
Desirable Enclosures		
1. List of all Projects		
2. Details of Facilities for Presentation		

3. Academic Calendar		

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

2. MAINTENANCE OF COURSE FILE: SEMINAR ***(To be filled in by the DCAA)***

Parameter	**Course Name**	**Seminar**	**Remark**
	Incharge		
	Other Faculty/s		
Essential Enclosures			
CF 1. Course Outline (Add details from the Scheme)			
CF 2. Student Roll List with Contact numbers			
CF 3. Vision and Mission of the College and Department			
CF 4. Program Educational Objectives of the Department			
CF 5. Course Objective and Course Outcomes (COs)			
CF 6. Program Outcomes and Program Specific Outcomes of the department			
CF 7. CO – PO – PSO Mapping table			
CF 8. Students' class schedule & Faculty's class schedule			
CF 9. Allocation of Seminar Topics with guide (Ref. Topic and guide Allocation Documents)			
CF 10. Rubrics of Evaluation (Ref. Manuals available on Institute Website)			
CF 11. Maintenance of Attendance Registers as per the Time Table			

CF 12. Schedules and conducting of Review		
CF 13. Format for Presentation and Report (Ref.: A report , ppt , any related documents etc)		
CF 14. Continuous evaluation on the basis of presentation and understanding of the topic (Ref. Reports submitted by the students/ppt / Assessment Sheet)		
CF 15. Direct Attainment Sheet- CO- wise Internal Assessment (IA) and End Term Exam (ETE) Marks		
CF 16. Indirect Assessment Sheet: Course Exit Survey along with sample copy of survey form with questionnaire		
CF 17. Award lists of Internal and External Assessment as uploaded on RTU portal (Take a print of uploaded marks)		
CF 18. Result Analysis (After result declaration from University)		
CF 19. Attainment Reports: CO Attainment, CO-PO-PSO Attainment		
CF 20. Report by the faculty (Observation based on Attainment and Result Analysis, Action Plan for the next session etc.)		
CF 21. Remarks of HoD and his/her suggestions for next session		
Desirable Enclosures		
1. List of all Seminar Topics and PPTs		
2. Details of Facilities for Presentation		
3. Academic Calendar		

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

3. MAINTENANCE OF COURSE FILE: IN-HOUSE ***(To be filled in by the DCAA)***

Parameter	Course Name	Training- III SEM	Remark
	Incharge		
	Other Faculty/s		
Essential Enclosures			
CF 1. Course Outline (Add details from the Scheme)			
CF 2. Student Roll List with Contact numbers			
CF 3. Vision and Mission of the College and Department			
CF 4. Program Educational Objectives of the Department			
CF 5. Course Objective and Course Outcomes (COs)			
CF 6. Program Outcomes and Program Specific Outcomes of the department			
CF 7. CO – PO – PSO Mapping table			
CF 8. Students' class schedule & Faculty's class schedule			
CF 9. Schedule of the Training			
CF 10. Attendance Registers as per the Time Table			
CF 11. Conduct of reviews (Ref . Schedules and conducting of Review Doc, Circular to the Students)			
CF 12. Rubrics of Evaluation (To be decided by the department itself)			
CF 13. Format of the Report			

CF 14. Direct Attainment Sheet- CO- wise Internal Assessment (IA) and End Term Exam (ETE) Marks		
CF 15. Indirect Assessment Sheet: Course Exit Survey along with sample copy of survey form with questionnaire		
CF 16. Award lists of Internal and External Assessment as uploaded on RTU portal (Take a print of uploaded marks)		
CF 17. Result Analysis (After result declaration from University)		
CF 18. Attainment Reports: CO Attainment, CO-PO-PSO Attainment		
CF 19. Report by the faculty (Observation based on Attainment and Result Analysis, Action Plan for the next session etc.)		
CF 20. Remarks of HoD and his/her suggestions for next session		
Desirable Enclosures		
1. Certificates		
2. Feedback		
3. Academic Calendar		

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

4. MAINTENANCE OF COURSE FILE: INDUSTRIAL TRAINING ***(To be filled in by the DCAA)***

Parameter	Course Name	V SEM	VII SEM	Remark
	Incharge			
	Other Faculty/s			
Essential Enclosures				
CF 1. Course Outline (Add details from the Scheme)				
CF 2. Student Roll List with Contact numbers				
CF 3. Vision and Mission of the College and Department				
CF 4. Program Educational Objectives of the Department				
CF 5. Course Objective and Course Outcomes (COs)				
CF 6. Program Outcomes and Program Specific Outcomes of the department				
CF 7. CO – PO – PSO Mapping table				
CF 8. Students' class schedule & Faculty's class schedule				
CF 9. List of Students along with the name of Training Company/ Organization				
CF 10. Allocation of Group of Students to guide (Ref. Topic and guide Allocation Documents)				
CF 11. Attendance Registers (Weekly or Daily) as per the Time Table				
CF 12. Conduct of reviews (Ref . Schedules and conducting of Review Doc, Circular to the Students)				

CF 13. Rubrics of Evaluation (Ref. Manuals available on Institute Website)			
CF 14. Continuous evaluation of work done of the students (Ref. Reports submitted by the students/ Assessment Sheet)			
CF 15. Format for Presentation and Report (Ref.: A report , ppt , any related documents etc)			
CF 16. Direct Attainment Sheet- CO- wise Internal Assessment (IA) and End Term Exam (ETE) Marks			
CF 17. Indirect Assessment Sheet: Course Exit Survey along with sample copy of survey form with questionnaire			
CF 18. Award lists of Internal and External Assessment as uploaded on RTU portal (Take a print of uploaded marks)			
CF 19. Result Analysis (After result declaration from University)			
CF 20. Attainment Reports: CO Attainment, CO-PO-PSO Attainment			
CF 21. Report by the faculty (Observation based on Attainment and Result Analysis, Action Plan for the next session etc.)			
CF 22. Remarks of HoD and his suggestions for next session			
Desirable Enclosures			
1. Details of Facilities for Presentation			
2. Academic Calendar			

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

Comments of the DVC/ Auditor

Name and Signatures of *DVC/ Auditor*

1.

2.

HOD

PRINCIPAL

For 1st YEAR

ACADEMIC AUDIT- DEPARTMENT

1. DEPARTMENT DETAILS *(To be filled in by the DCAA)*

Name of Department:						
Name of Programme:						
Academic year						
Year/ Semester	**1st Year /_____**					
Section	**A**	**B**	**C**	**D**	**E**	**F**
No. of Theory courses offered						
No. of Practical Courses offered						

Note: Mention "**NA" in corresponding cell if Not Applicable**

2. FACULTY/ STAFF STRENGTH *(To be filled in by the DCAA)*

Faculty	**Required***	**Available**	
		Regular	**Contractual**
Professor			
Associate Professors			
Assistant Professor			
Total			
Staff	**Required***	**Available**	
		Regular	**Contractual**
Lab Assistants			
Supporting Staffs			
Office Staffs			
Total			

*As per AICTE Norms

3. FACULTY DETAILS *(To be filled in by the DCAA)*

S.No.	Name of the Faculty Member	PAN No.	Highest Qualification With Specialization	Experience (Years)	Roles & Responsibilities	Designation	Date of Joining
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

4. COURSE DELIVERY*(To be filled in by the DCAA)*

Semester	From Core Department			From Other Department			To Other Department		
	No. of Faculty	No. of Courses	Credits	No. of Faculty	No. of Courses	Credits	No. of Faculty	No. of Courses	Credits
I/II									
III/IV									
V/VI									
VII/VIII									

Note: Mention "**NA" in corresponding cell if Not Applicable**

5. TEACHING CONTACT HOURS*(To be filled in by the DCAA)*

S.No.	Name of the Faculty	Name of Theory/ Lab	No. of Courses		No. of Period (per week)		Credits	Contact Hours	More / Less Than Prescribed hours
			T	P	T	P			
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									

** Add additional row(s), if necessary

6. STUDENT MENTORING SYSTEM: *(To be filled in by the DCAA)*

S.No.	Name of the Faculty Mentor	Student Mentor (4th Year)	Student Mentor (3rd Year)	Number of Mentees	Branch/s of Mentees	Remark
1						
2						
3						
4						
5						
6						

***ensure availability of related documents**

7. VALUE ADDED COURSES ORGANIZED *(To be filled in by the DCAA)*

(Workshops, Short Term Course, Training, Guest/ Expert Lectures etc.)

S. No.	Name of the value-added courses organized	Duration of course (Hours)	Number of students enrolled in the Course	Number of Students completed the Course	Remarks
1					
2					
3					
4					
5					
6					

**** Add additional row(s), if necessary , ensure availability of related documents**

8. BEST PRACTICES FOLLOWED IN THE DEPARTMENT ***(To be filled in by the DCAA)***

List out and Describe

Name of the Practice	**Describe**

**** Add additional row(s), if necessary**

9. COURSE LESSON PLAN PREPARATION AND VERIFICATION ***(To be filled in by the DCAA)***

Description	**SEC-A**	**SEC-B**	**SEC-C**	**SEC-D**	**SEC-E**	**SEC-F**
No. of Courses (Theory & Practical)						
No. of course lesson plans prepared before the commencement of class work (MoM Copies)						
Number Courses of which syllabus have been taught/ covered as per Lesson Plan (Review on Lesson Plans in mid of the Semester)						

(Evidence to be verified: course lesson plan documents)

10. MINUTES OF THE MEETING ***(To be filled in by the DCAA)***

(Internal Department Meeting minutes showing the discussion on the following issues)

S.No.	Meeting Date	Meeting details in Brief

Add or Delete row(s) as per availabilityNote: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

1. **DEPARTMENTAL INFORMATION ON INSTITUTE WEBSITE** ***(To be filled in by the DCAA)***

(Display list of documents on www.mlvti.ac.in/ departments)

S.No	Document/Information	Availability (Yes/No)	Remarks
1	About Department		
2	Vision, Mission & PEOs		
3	PO & PSO		
4	Faculty & Staff		
5	Labs and Equipments		
6	OBE's Guide		
7	PYQ Papers		
8	Time Table		
9	Departmental Reports		
10	Research and Innovative Projects		
11	List of Toppers (Till Date)		

Add additional row(s), if necessary

11. **SWOC ANALYSIS** ***(To be filled in by the Auditor or add separate page if required)***

SWOC	ANALYSIS
STRENGTH	
WEAKNESS	
OPPORTUNITIES	
CHALLENGES	

Comments of the DVC/ Auditor

Name and Signatures of Auditors

1.

2.

HOD

PRINCIPAL

M.L.V. Textile & Engineering College, Bhilwara

[A constituent College of Rajasthan Technical University, Kota]

INTERNAL QUALITY ASSURANCE CELL (IQAC)

ACADEMIC AUDIT- THEORY

(Separate for each Section)

Program	**B.Tech/ M.Tech/PhD**	**Academic Year**	
Branch		**Date of Audit**	
Year/ Semester	**1st Year /_____**	**Section**	

ASSESSMENT

1. **MAINTENANCE OF ATTENDANCE REGISTERS/ RECORD FILE** ***(To be filled in by the DCAA)***

Parameter								**Remark**
	Course Code							
	Course Name							
	Name of the Faculty Incharge							
Posting of Attendance in Attendance Register/ Record File								
Posting of Internal Marks in Attendance Register/ Record File								
Review and Signature by HOD (Monthly)								

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

2. SYLLABUS COVERAGE AS PER THE COURSE LESSON PLAN ***(To be filled in by the DCAA)***

Parameter								Remark
	Course Code							
	Course Name							
	Name of the Faculty Incharge							
No. of Hours Allotted as per Lesson Plan								
No. of Hours Engaged as per Attendance Register/Record								
Percentage of the Syllabus Covered as per Lesson Plan								

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

3. VERIFICATION OF COURSE FILE ***(To be filled in by DCAA***

Parameter								Remark
	Course Code							
	Course Name							
	Name of the Faculty Incharge							
Essential Enclosures								
CF 1. Course Outline (Add details from the Scheme)								
CF 2. Student Roll List with Contact numbers								
CF 3. Vision and Mission of the College and Department								
CF 4. Program Educational Objectives of the Department								

CF 5. Course Objective and Course Outcomes (COs)							
CF 6. Program Outcomes							
CF 7. CO – PO mapping table							
CF 8. Syllabus (As per RTU)							
CF 9. Students' class schedule, Faculty's class schedule							
CF 10. Lecture plan (Lesson Plan)							
CF 11. Assessment plan (Bifurcation of Internal Marks CO- Wise)							
CF 12. Attendance Record							
CF 13. Mid Term & End Term Question papers (Past and Present) along with solution							
CF 14. Direct Attainment Sheet- CO- wise Internal Assessment (IA) and End Term Exam (ETE) Marks							
CF 15. Indirect Assessment Sheet: Course Exit Survey along with sample copy of survey form with questionnaire							
CF 16. Three sample answer books of students (Best, Average, Lowest) duly evaluated and counter signed by the HoD (use prints of scanned answer books)							
CF 17. Award lists of Mid-term Assessment as uploaded on RTU portal (Take a print of uploaded marks)							
CF 18. Question Bank (As per Bloom's Taxonomy Verbs)							

CF 19. Result Analysis (After result declaration from University)							
CF 20. Attainment Reports: CO Attainment, CO-PO Attainment							
CF 21. Report by the faculty (Observation based on Attainment and Result Analysis, Action Plan for the next session etc.)							
CF 22. Remarks of HoD and his/her suggestions for next session							
Desirable Enclosures							
1. CO-wise assignments according to six learning levels							
2. Lecture Notes, Handouts etc.							
3. Innovation in teaching – learning process							
4. Use of ICT in teaching							
5. Contents beyond course curriculum							
6. Documents related to any expert lectures / sessions conducted on the course content or a part thereof							
7. Academic Calendar							

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

4. RESULT ANALYSIS ***(To be filled in by the DCAA)***

S.No	Course Code	Course Name	Appeared			Number of Passed Students			Pass %			Reamarks
			B	G	T	B	G	T	B	G	T	
1												
2												
3												
4												
5												
6												

➢ **B: Boys, G: Girls, T: Total**

5. QUALITATIVE ASSESSMENT ***(To be filled in by the DCAA)***

Parameter	Course Code							Remark
	Course Name							
	Faculty Incharge							
Quality of I/II -Mid-Term Question Paper-(Are as per Bloom's Taxonomy or Not ?)								
Whether evaluated answer books are shown to the students-(Signature of students after seeing the answer book)								
Is the obtained Class Average value surpassed the Threshold Value (IA)? (Ref.: Result analysis and threshold values chart)								
Is the obtained Class Average value surpassed the Threshold Value (ETE)? (Ref.: Result analysis and threshold values chart)								
Is the obtained Class Average value surpassed the Threshold Value (TOTAL)? (Ref.: Result analysis and threshold values chart)								

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

6. REMEDIAL CLASSES ***(To be filled in by the DCAA)***

(For below average students identified in Mid Terms Assessments)

Parameter	Course Code							Remark
	Course Name							
	Name of the Faculty Incharge							
Whether remedial classes conducted for backlog Subjects								

Comments of the *DVC/ Auditors*

Name and Signature of *DVC/ Auditors*

1.

2.

HOD

PRINCIPAL

M.L.V. Textile & Engineering College, Bhilwara

[A constituent College of Rajasthan Technical University, Kota]

INTERNAL QUALITY ASSURANCE CELL (IQAC)

ACADEMIC AUDIT- LAB

(Separate for each Section)

Program	**B.Tech/ M.Tech/PhD**	**Academic Year**	
Branch		**Date of Audit**	
Year and Semester		**Section**	

ASSESSMENT

1. **MAINTENANCE OF ATTENDANCE REGISTERS/ RECORD FILE** ***(To be filled in by the DCAA)***

Parameter	**Course Code**							**Remark**
	Course Name							
	Name of the Faculty Incharge							
Posting of Attendance in Attendance Register/ Record File								
Posting of Internal Marks in Attendance Register/ Record File								
Review and Signature by HOD (Monthly)								

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

2. PERFORMING EXPERIMENTS AS PER THE COURSE LAB PLAN ***(To be filled in by the DCAA)***

Parameter	Course Code							Remark
	Course Name							
	Name of the Faculty Incharge							
No. of Hours Allotted as per Lab Plan								
No. of Hours Engaged as per Attendance Register/Record								
Percentage of the Experiment/ Practice performed as per Lab Plan								

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

3. VERIFICATION OF COURSE FILE ***(To be filled in by the DCAA)***

Parameter	Course Code							Remark
	Course Name							
	Name of the Faculty Incharge							
Essential Enclosures								
CF 1. Course Outline (Add details from the Scheme)								
CF 2. Student Roll List with Contact numbers								
CF 3. Vision and Mission of the College and Department								
CF 4. Program Educational Objectives of the Department								

CF 5. Course Objective and Course Outcomes (COs)							
CF 6. Program Outcomes							
CF 7. CO – PO Mapping table							
CF 8. List of Experiments (As per RTU)							
CF 9. Students' class schedule & Faculty's class schedule							
CF 10. Lab Plan along with Lab Manual							
CF 11. Rubrics for evaluation of Experimental work							
CF 12. Attendance Record							
CF 13. Practical Question paper (ETE), along with solutions (Past and Present)							
CF 14. Direct Attainment Sheet- CO- wise Internal Assessment (IA) and End Term Exam (ETE) Marks							
CF 15. Indirect Assessment Sheet: Course Exit Survey along with sample copy of survey form with questionnaire							
CF 16. Three Sample Lab Report File of Students (Best, Average, Lowest) Duly Evaluated and Countersigned by the HoD							
CF 17. Award lists of Internal and External Assessment as uploaded on RTU portal (Take a print of uploaded marks)							

CF 18. Question Banks for Viva voce and Practical Exams							
CF 19. Result Analysis (After result declaration from University)							
CF 20. Attainment Reports: CO Attainment, CO-PO Attainment							
CF 21. Report by the faculty (Observation based on Attainment and Result Analysis, Action Plan for the next session etc.)							
CF 22. Remarks of HoD and his/her suggestions for next session							
Desirable Enclosures							
1. List of Equipment, Hardware or Software (Related to Experiments to be performed in the Practical Course)							
2. Practical Notes, Handouts,							
3. Innovation in Teaching – Learning Process							
4. Use of ICT in Teaching, Virtual Lab							
5. Contents beyond Course Curriculum							
6. Documents Related to Any Expert Lectures, sessions Conducted on the Course Content or a Part Thereof							
7. Academic Calendar							
Further Assessment based on above observation							
Whether Day-to-Day / Continuous evaluation is							

carried out or not? (Ref. Lab assessment sheet)							
Dissemination of Vision, Mission, PEOs CO, PO, and PSOs in the Lab (Ref. Display Boards)							
Whether Lab Equipment is maintained properly (Ref. Equipment Condition)							

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

4. RESULT ANALYSIS ***(To be filled in by the DCAA)***

S.No	Course Code	Course Name	Appeared			Number of Passed Students			Pass %			Reamarks
			B	G	T	B	G	T	B	G	T	
1												
2												
3												
4												
5												
6												

➢ **B: Boys, G: Girls, T: Total**

5. QUALITATIVE ASSESSMENT ***(To be filled in by the DCAA)***

Parameter	**Course Code**							**Remark**
	Course Name							
	Faculty Incharge							
Is the obtained Class Average value surpassed the Threshold Value (IA)? (Ref.: Result analysis and threshold values chart)								
Is the obtained Class Average value surpassed the Threshold Value (ETE)? (Ref.: Result analysis and threshold values chart)								
Is the obtained Class Average value surpassed the Threshold Value (TOTAL)? (Ref.: Result analysis and threshold values chart)								

Note: Verify each parameter and indicate **Y:-Yes or N:- No or NA:- Not Applicable**

Comments of the DVC/ Auditor

Name and Signatures of *DVC/ Auditor*

1.

2.

HOD

PRINCIPAL

This document contains the academic performance and result analysis of students in their odd semesters of B. Tech. programs for the academic session 2023-24

Academic Performance

Result Analysis – B. Tech.

Academic Performance Analysis

2023 – 24

ODD SEMESTERS

INTERNAL QUALITY ASSURANCE CELL

M. L. V. TEXTILE & ENGINEERING COLLEGE, BHILWARA

Pur Road, Pratap Nagar, Bhilwara 311001 (INDIA)

CONTENTS

PREAMBLE: ACADEMIC PERFORMANCE

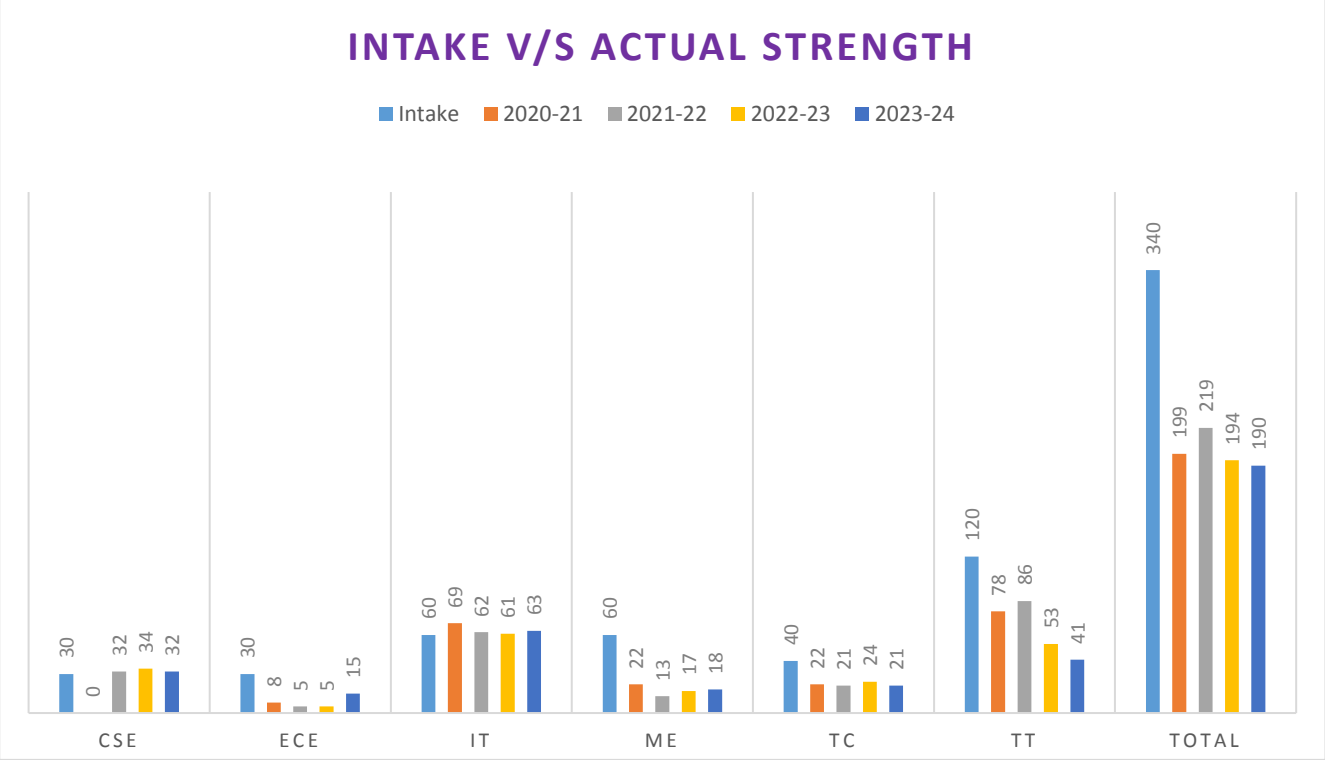
Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school, diplomas and bachelor's degrees represent academic achievement.

There is elegant correlation between classroom engagement and academic performance. If student engagement in the classroom can be improved, it may lead to higher academic performance and higher graduation rates in engineering disciplines. Student engagement in the classroom plays an important role in the overall learning process, as more engaged students appear to have better academic performance.

Understanding student performance patterns can reduce backlogs by correctly advising students to put in sincere efforts, and aid support interventions through teaching – learning process are needed to improve student success in engineering.

Academic performance of students is measured by using the result analysis at the end of a semester when results are out. It provides the opportunities to both learner and teacher especially when hard work doesn't ascertains the desired outcome.

Adhering to the methods prescribed under outcome based education system certainly enable the teaching – learning dynamics to be in equilibrium when approached in efficient and transparent manner. It also helps fostering the best practices aligned with outcome based education through choice based credit system.

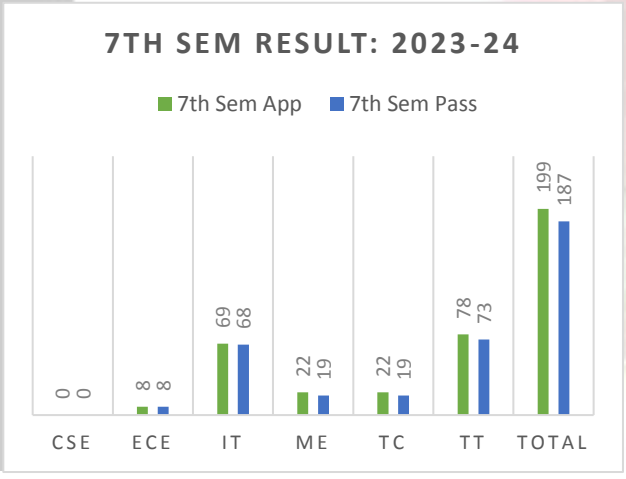


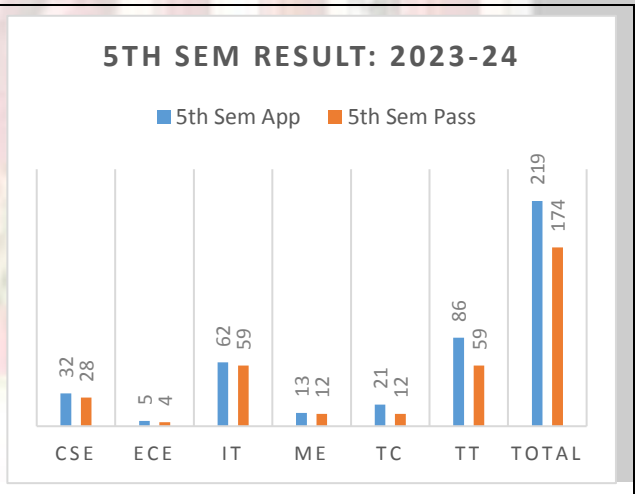
Students' Result Statistics

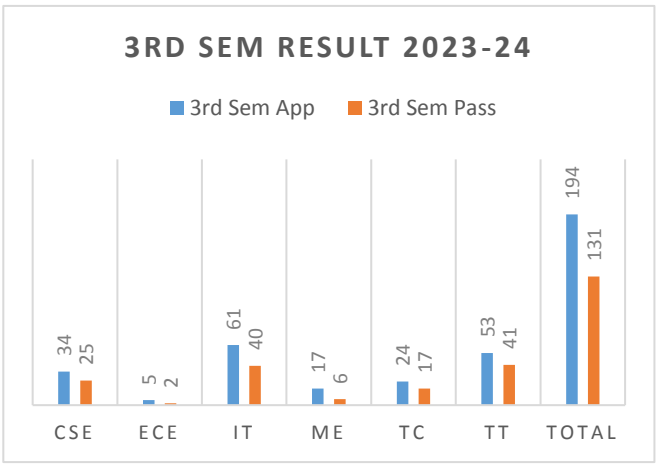
The students' statistics pertaining to undergraduate programs offered in M. L. V. Textile & Engineering College, Bhilwara (a constituent college of Rajasthan Technical University, Kota since November 1, 2021):

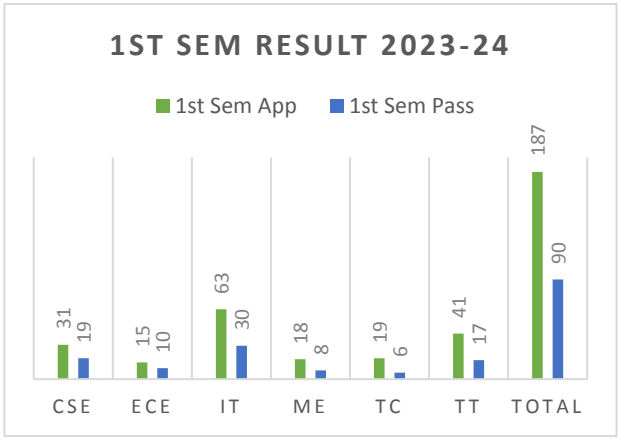
S. No.	Branch	Intake	Appeared v/s Passed (2023-24)											
			7th Sem			5th Sem			3rd Sem			1st Sem		
			A	P	P%	A	P	P%	A	P	P%	A	P	P%
1.	CSE	30	--	--	--	32	28	88	34	25	74	31	19	61
2.	ECE	30	8	8	100	5	4	80	5	2	40	15	10	67
3.	IT	60	69	68	99	62	59	95	61	40	66	63	30	48
4.	ME	60	22	19	86	13	12	92	17	6	35	18	8	44
5.	TC	40	22	19	86	21	12	57	24	17	71	19	6	42
6.	TT	120	78	73	94	86	59	69	53	41	77	41	17	32
	Total	**340**	**199**	**187**	**94**	**219**	**174**	**80**	**193**	**131**	**68**	**187**	**90**	**48**

Table 1: Program wise details of students appeared versus students passed









Qualitative Analysis

Table 1 depicts the quantitative analysis of students appeared and passed during 2023-24 in odd semesters. Qualitative analysis is equally important. It is measured on the basis of value of Performance Quality Index (PQI) calculates on the basis of maximum and minimum SGPA.

$$PQI = \frac{Max.SGPA - Min.SGPA}{\#\ Students}$$

In case PQI of two programs come out to be same then performance of the students shall be good in case of program having more number of students. $PQI < 0.05$ is considered to be towards higher level.

S. No.	Branch	Intake	Maximum and Minimum* SGPA (2023-24)											
			7th Sem			5th Sem			3rd Sem			1st Sem		
			A	Mx	Mn	A	Mx	Mn	A	Mx	Mn	A	Mx	Mn
1.	CSE	30	--	--	---	32	9.74	7.46	34	9.12	6.82	31	9.95	6.93
2.	ECE	30	8	9.6	8.13	5	8.67	7.48	5	7.22	7.16	15	9.5	6.55
3.	IT	60	69	10	7.63	62	9.78	6.13	61	9.93	6.62	63	9.63	6.60
4.	ME	60	22	9	6.45	13	9.46	7.30	17	8.10	6.76	18	8.98	5.88
5.	TC	40	22	9.43	6.22	21	8.59	5.49	24	9.82	6.24	19	8.68	5.77
6.	TT	120	78	9.7	6.35	86	10	6.58	53	9.90	6.44	41	9.27	5.70
	Total	**340**	**199**	**10**	**6.22**	**219**	**10**	**5.49**	**193**	**9.90**	**6.24**	**187**	**9.95**	**5.70**

* Excluding failed students. **Green Box–Highest SGPA**; **Red Box–Lowest SGPA** among pass students.

Table 2: Program wise details of maximum and minimum SGPA

PQI with respect to range of SGPA (Max. – Min.): A-Appeared; R-Range; QI-Quality Index

S. No.	Branch	Intake	Performance Quality Index (2023-24)											
			7th Sem			5th Sem			3rd Sem			1st Sem		
			A	R	QI	A	R	QI	A	R	QI	A	R	QI
1.	CSE	30	--	--	--	32	2.28	0.07	34	2.3	0.07	31	3.02	0.10
2.	ECE	30	8	1.47	0.18	5	1.19	0.24	5	0.06	0.01	15	2.95	0.20
3.	IT	60	69	2.37	0.03	62	3.65	0.06	61	3.31	0.05	63	3.03	0.05
4.	ME	60	22	2.55	0.11	13	2.16	0.16	17	1.34	0.08	18	3.10	0.17
5.	TC	40	22	3.21	0.14	21	3.10	0.15	24	3.58	0.15	19	2.91	0.15
6.	TT	120	78	2.35	0.03	86	2.42	0.03	53	3.46	0.06	41	3.57	0.09
	Total	**340**	**199**	**3.78**	**0.02**	**219**	**4.51**	**0.02**	**193**	**3.66**	**0.02**	**187**	**4.25**	**0.02**

Table 3: Performance Quality Index

A perusal of Table 3 reveals that quality of performance of 1st Sem (IT), 3rd Sem (IT), 5th Sem (TT) and 7th Sem (TT) is worth praising. Although the PQI of 3rd Sem (ECE) is the more aligned towards ZERO and indicates good quality but the number of students is too less to compare it with others. Similar is the case with 7th Sem (IT), which is equal to that of TT but number of students is more in TT hence highlighted blue. **Overall quality performance is same for all the semesters but 5th Semester deserves appreciation.**

Semester and subject wise analysis

7th Semester

7th Semester – Electronics & Communication Engineering

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	VLSI Design (VD)	42	--	24	--	66	100
2.	Software Engineering (SE)	47	--	25	--	72	100
3.	VLSI Design Lab (VD Lab)	--	37	--	57	94	100
4.	5G Communication Lab (5G C Lab)	--	30	--	46	76	100
5.	Optical Communication Lab (OC Lab)	--	34	--	53	87	100
6.	Industrial Training (IT)	--	34	--	50	84	100
7.	Seminar	--	33	--	51	84	100
8.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					92	100

7th Semester – Information Technology

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Big Data (BD)	43	--	27	--	70	100
2.	Environmental Engineering (EE)	41	--	23	--	64	99
3.	Big Data Analytics Lab (BDA Lab)	--	32	--	47	79	100
4.	Cyber Security Lab (CS Lab)	--	36	--	53	89	100
5.	Industrial Training (IT)	--	--	--	--	91	100
6.	Seminar	--	--	--	--	83	100
7.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					88	100

7th Semester – Mechanical Engineering

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Power Generation	41	--	20	--	61	96
2.	Internal Combustion Engine	31	--	22	--	53	96
3.	Finite Element Analysis Lab	--	39	--	27	66	91
4.	Thermal Engineering Lab	--	28	--	42	69	100
5.	Quality Control Lab	--	23	--	40	63	100
6.	Industrial Training	--	28	--	42	70	100
7.	Seminar	--	21	--	30	51	100
8.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					71	100

7th Semester – Textile Chemistry

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Environmental Engineering & DM	36	--	23	--	59	100
2.	Technology of Textile Finishing	41	--	15	--	56	95
3.	Textile Printing Lab- II	--	32	--	48	80	100
4.	Technology of Textile Finishing Lab	--	22	--	31	53	100
5.	Industrial Training (IT)	--	26	--	42	68	91
6.	Seminar	--	24	--	30	54	100
7.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					81	100

7th Semester – Textile Technology

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Quality Management	33	--	19	--	52	95
2.	Functional and Technical Textile	43	--	21	--	64	97
3.	Spinning Practical – V	--	24	--	49	73	97
4.	Weaving Practical – V	--	25	--	45	70	95
5.	Industrial Training (IT)	--	30	--	45	75	99
6.	Seminar	--	31	--	43	74	97
7.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					77	100

5th Semester

5h Semester – Computer Science Engineering (Internet of Things)

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Information Theory & Coding	39	--	26	--	65	91
2.	Compiler Design	47	--	24	--	71	94
3.	Operating Systems	40	--	24	--	64	94
4.	Fundamentals of Internet of Things	45	--	24	--	69	97
5.	Analysis of Algorithms	45	--	24	--	69	97
6.	Human Computer Interface	41	--	24	--	65	100
7.	Fundamentals of Internet of Things Lab	--	33	--	54	87	100
8.	Compiler Design Lab	--	34	--	54	87	100
9.	Analysis of Algorithms Lab	--	33	--	53	86	100
10.	Advance Java Lab	--	34	--	54	88	100
11.	Industrial Training	--	35	--	56	91	100
12.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					91	100

5h Semester – Electronics & Communication Engineering

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Circuit Analysis	42	--	24	--	66	100
2.	Electromagnetic Waves	18	--	25	--	43	80
3.	Control Systems	35	--	25	--	60	100
4.	Digital Signal Processing	32	--	24	--	56	100
5.	Microwave Theory & Techniques	33	--	25	--	58	100
6.	Bio-Medical Electronics	42	--	24	--	66	100
7.	Radio Frequency Simulation Lab	--	34	--	52	86	100
8.	Digital Signal Processing Lab	--	33	--	53	86	100
9.	Microwave Lab	--	35	--	56	91	100
10.	Industrial Training	--	36	--	56	92	100
11.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					95	100

5th Semester – Information Technology

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Microprocessor & Interfaces	34	--	24	--	58	95
2.	Compiler Design	47	--	23	--	70	100
3.	Operating System	42	--	25	--	67	98
4.	Computer Graphics & Multimedia	43	--	25	--	68	100
5.	Analysis of Algorithm	46	--	23	--	69	100
6.	Software Testing & Project Management	43	--	24	--	67	97
7.	Computer Graphics & Multimedia Lab	--	33	--	49	82	100
8.	Compiler Design Lab	--	28	--	51	79	100
9.	Analysis of Algorithm Lab	--	33	--	53	86	100
10.	Advance Java Lab	--	32	--	53	85	100
11.	Industrial Training	--	33	--	54	87	100
12.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)						100

5th Semester – Mechanical Engineering

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Mechatronics System	40	--	25	--	65	100
2.	Heat Transfer	39	--	20	--	59	92
3.	Manufacturing Technology	45	--	22	--	67	100
4.	Design of Machine Elements I	41	--	21	--	62	92
5.	Principles of Management	40	--	24	--	64	100
6.	Non-destructive Evaluation & Testing	42	--	22	--	64	100
7.	Mechatronics Lab	--	34	--	53	87	100
8.	Heat Transfer Lab	--	28	--	40	68	92
9.	Production Engineering Lab	--	31	--	48	79	92
10.	Machine Design Practice I	--	26	--	42	68	92
11.	Industrial Training	--	27	--	48	75	92
12.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					85	100

5h Semester – Textile Chemistry

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Practical Applications of Statistics	30	--	20	--	50	81
2.	Energy and Water Conservation in T. I.	24	--	11	--	35	86
3.	Textile Chemical Analysis – II	26	--	13	--	39	76
4.	Textile Testing – I	25	--	21	--	46	76
5.	Structures & Properties of Fibres	20	--	17	--	37	67
6.	Knitting Technology	32	--	17	--	49	81
7.	Textile Chemical Analysis lab – I	--	24	--	37	61	95
8.	Textile Testing Practical – I	--	23	--	27	50	86
9.	Colour & Design Practical	--	25	--	44	69	95
10.	Industrial Training	--	22	--	34	56	81
11.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					70	95

5h Semester – Textile Technology

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Practical Applications of Statistics	39	--	23	--	62	90
2.	Yarn Manufacturing – III	46	--	20	--	66	98
3.	Fabric Manufacturing – III	39	--	23	--	62	97
4.	Textile Testing – I	34	--	23	--	57	91
5.	Structures & Properties of Fibres	27	--	17	--	44	73
6.	Knitting Technology	41	--	20	--	61	94
7.	Spinning Practical – III	--	29	--	48	77	99
8.	Weaving Practical – III	--	29	--	49	78	98
9.	Textile Testing Practical – I	--	31	--	41	72	87
10.	Industrial Training	--	29	--	46	75	98
11.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					88	100

3rd Semester

3rd Semester – Computer Science Engineering (Internet of Things)

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Technical Communication	24	--	45	--	69	97
2.	Advance Engineering Mathematics	25	--	29	--	54	91
3.	Digital Electronics	22	--	29	--	51	82
4.	Data Structures & Algorithms	24	--	43	--	67	97
5.	Object Oriented Programming	25	--	33	--	58	94
6.	Software Engineering	25	--	44	--	69	94
7.	Data Structures & Algorithms Lab	--	35	--	55	90	100
8.	Object Oriented Programming Lab	--	34	--	54	88	100
9.	Software Engineering Lab	--	35	--	55	90	100
10.	Digital Electronics Lab	--	32	--	50	82	100
11.	Industrial Training	--	35	--	55	90	100
12.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					88	100

3rd Semester – Electronics & Communication Engineering

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Technical Communication	43	--	23	--	66	100
2.	Advance Engineering Mathematics	38	--	24	--	62	100
3.	Digital System Design	25	--	15	--	40	80
4.	Signals & Systems	15	--	25	--	40	80
5.	Network Theory	7	--	25	--	32	40
6.	Electronic Devices	34	--	17	--	51	100
7.	Electronic Devices Lab	--	34	--	51	85	100
8.	Digital System Design Lab	--	32	--	50	82	100
9.	Signal Processing Lab	--	34	--	52	86	100
10.	Computer Programming Lab - I	--	34	--	53	87	100
11.	In-house Training	--	36	--	56	92	100
12.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					93	100

3rd Semester – Information Technology

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Technical Communication	45	--	23	--	68	97
2.	Advance Engineering Mathematics	28	--	24	--	52	84
3.	Digital Electronics	20	--	25	--	45	72
4.	Data Structures & Algorithms	43	--	26	--	69	95
5.	Object Oriented Programming	32	--	25	--	57	92
6.	Software Engineering	43	--	23	--	66	98
7.	Data Structures & Algorithms Lab	--	35	--	53	88	100
8.	Object Oriented Programming Lab	--	32	--	52	84	98
9.	Software Engineering Lab	--	26	--	46	72	98
10.	Digital Electronics Lab	--	31	--	51	82	100
11.	In-house Training	--	33	--	52	85	98
12.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					89	100

3rd Semester – Mechanical Engineering

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Managerial Economics and Fin. Acct.	17	--	24	--	41	59
2.	Advance Engineering Mathematics	21	--	21	--	42	65
3.	Engineering Mechanics	24	--	19	--	43	71
4.	Engineering Thermodynamics	26	--	19	--	45	76
5.	Material Science and Engineering	32	--	21	--	53	94
6.	Mechanics of Solids	24	--	20	--	44	76
7.	Machine Drawing Practice Lab	--	25	--	44	69	100
8.	Material Testing Lab	--	32	--	51	83	100
9.	Basic Mechanical Engineering Lab	--	26	--	45	71	100
10.	MATLAB	--	26	--	44	70	100
11.	In-house Training	--	32	--	50	82	100
12.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					81	100

3rd Semester – Textile Chemistry

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Managerial Economics and Fin. Acct.	30	--	21	--	51	83
2.	Advance Engineering Mathematics	30	--	23	--	53	83
3.	Object Oriented Programming	37	--	27	--	64	100
4.	Textile Fibres	43	--	20	--	63	88
5.	Principles Of Textile Manufacturing-I	39	--	21	--	60	79
6.	Fabric Preparation	34	--	20	--	54	83
7.	Advance Organic Chemistry	29	--	16	--	45	75
8.	Text. Fibre Identification & Analysis Prac.	--	30	--	47	77	100
9.	Principles Of Textile Manufacturing Prac. -I	--	31	--	47	78	100
10.	Fabric Preparation Lab	--	30	--	43	73	100
11.	In-house Training	--	31	--	43	74	100
12.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					78	100

3rd Semester – Textile Technology

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Managerial Economics and Fin. Acct.	26	--	24	--	50	87
2.	Advance Engineering Mathematics	32	--	23	--	55	96
3.	Object Oriented Programming	35	--	27	--	62	98
4.	Textile Fibres	40	--	19	--	59	91
5.	Yarn Manufacturing – I	40	--	18	--	58	87
6.	Fabric Manufacturing – I	49	--	23	--	72	98
7.	Textile Chemical Processing – I	34	--	17	--	52	93
8.	Text. Fibre Identification & Analysis Prac.	--	26	--	47	73	98
9.	Spinning Practical – I	--	28	--	51	79	98
10.	Weaving Practical – I	--	29	--	43	72	98
11.	Textile Chemical Processing Lab – I	--	32	--	42	74	98
12.	In-house Training	--	32	--	49	81	98
13.	Social Outreach, Discipline and Extra-curricular Activities (SODECA)					74	98

1st Semester

1st Semester – Computer Science Engineering (Internet of Things): Students Appeared 31

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Human Values	43	--	24	--	67	97
2.	Engineering mathematics – I	29	--	22	--	51	74
3.	Engineering Physics	34	--	23	--	57	84
4.	Programming for Problem Solving	38	--	25	--	63	97
5.	Basic Electrical Engineering	28	--	16	--	44	71
6.	Human Values Activities & Sports	--	30	--	50	80	100
7.	Engineering Physics Lab	--	33	--	54	87	100
8.	Computer Programming Lab	--	34	--	52	86	100
9.	Basic Electrical Engineering Lab	--	31	--	50	81	100
10.	Computer Aided Engineering Graphics	--	25	--	46	71	100
11.	Sports – I					66	100

1st Semester – Electronics & Communication Engineering

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Communication Skill	42	--	24	--	66	96
2.	Engineering mathematics – I	26	--	22	--	48	72
3.	Engineering Chemistry	33	--	21	--	54	80
4.	Basic Mechanical Engineering	38	--	25	--	63	98
5.	Basic Civil Engineering	30	--	17	--	47	78
6.	Language Lab	--	30	--	49	79	100
7.	Engineering Chemistry Lab	--	32	--	50	82	98
8.	Manufacturing Practice Workshop	--	33	--	50	83	98
9.	Basic Civil Engineering Lab	--	28	--	49	77	98
10.	Computer Aided Machine Drawing	--	24	--	41	65	93
11.	Sports – I					67	100

1st Semester – Information Technology

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Human Values	40	--	21	--	61	98
2.	Engineering mathematics – I	29	--	23	--	52	78
3.	Engineering Physics	30	--	25	--	55	87
4.	Programming for Problem Solving	37	--	25	--	62	98
5.	Basic Electrical Engineering	23	--	16	--	39	49
6.	Human Values Activities & Sports	--	28	--	47	75	100
7.	Engineering Physics Lab	--	33	--	52	85	100
8.	Computer Programming Lab	--	33	--	50	83	100
9.	Basic Electrical Engineering Lab	--	31	--	52	83	100
10.	Computer Aided Engineering Graphics	--	26	--	49	75	100
11.	Sports – I					63	100

1st Semester – Mechanical Engineering

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Communication Skill	30	--	22	--	52	89
2.	Engineering mathematics – I	18	--	21	--	39	61
3.	Engineering Chemistry	27	--	17	--	44	67
4.	Basic Mechanical Engineering	32	--	22	--	54	83
5.	Basic Civil Engineering	31	--	18	--	49	89
6.	Language Lab	--	29	--	43	72	100
7.	Engineering Chemistry Lab	--	29	--	45	74	100
8.	Manufacturing Practice Workshop	--	32	--	50	82	100
9.	Basic Civil Engineering Lab	--	19	--	43	62	100
10.	Computer Aided Machine Drawing	--	27	--	38	65	100
11.	Sports – I					68	100

1st Semester – Textile Chemistry

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Communication Skill	35	--	23	--	58	95
2.	Engineering Mathematics – I	16	--	21	--	37	57
3.	Engineering Chemistry	26	--	16	--	42	58
4.	Basic Mechanical Engineering	33	--	21	--	54	89
5.	Basic Civil Engineering	32	--	17	--	79	95
6.	Language Lab	--	30	--	45	75	100
7.	Engineering Chemistry Lab	--	28	--	43	71	95
8.	Manufacturing Practice Workshop	--	30	--	48	78	95
9.	Basic Civil Engineering Lab	--	20	--	45	65	95
10.	Computer Aided Machine Drawing	--	20	--	35	55	95
11.	Sports – I					73	100

1st Semester – Textile Technology

S. No.	Course Name	Average Marks in Class (Rounded Off)					Pass %
		ETE		IA		Total	
		70	40	30	60	100	
1.	Communication Skill	28	--	20	--	48	78
2.	Engineering mathematics – I	17	--	22	--	39	46
3.	Engineering Chemistry	23	--	16	--	39	54
4.	Basic Mechanical Engineering	27	--	20	--	47	80
5.	Basic Civil Engineering	27	--	17	--	44	83
6.	Language Lab	--	26	--	40	66	95
7.	Engineering Chemistry Lab	--	27	--	44	71	95
8.	Manufacturing Practice Workshop	--	26	--	45	71	95
9.	Basic Civil Engineering Lab	--	20	--	43	63	95
10.	Computer Aided Machine Drawing	--	22	--	44	66	95
11.	Sports – I					68	95

Semester wise Top Scorers (College Level)

Sem	Place	Roll No.	Name	M/F	Branch	SGPA
7th	I	20EMBIT057	SUHANI BHADADA	F	IT	10
	II	20EMBIT037	PRIYAL JAIN	F	IT	9.80
	III	20EMBIT042	RIMSA	F	IT	9.80
5th	I	22EMBTT223	PATRI HARSHITA	F	TT	10
	II	21EMBTT032	UDAY PATIL	M	TT	9.87
	III	21EMBIT021	DISHITA JAIN	F	IT	9.78
		21EMBIT025	GUNGUN JAIN	F	IT	9.78
3rd	I	23EMBTT207	BRITTIPRIYA DAS	F	TT	9.90
	II	23EMBTT 230	SAYANI BASAK	F	TT	9.86
	III	23EMBTC208	SWATANTRA KUMAR MISHRA	M	TC	9.82
1st	I	23EMBCY030	TEENA KUMAWAT	F	CY	9.95
	II	23EMBIT045	RAMA KANWAR	F	IT	9.63
	III	23EMBIT007	ANTIMA TIWARI	F	IT	9.51

Table 3: Details of Overall Top Scorers in Odd Semesters

Program wise Top Scorers (Department Level)

Sem	B. Tech	Place	Roll No.	Name	M/F	SGPA
7th	ECE	I	20EMBEC007	YASHPAL SINGH CHUNDAWAT	M	9.6
		II	20EMBEC001	CHARVI SRIVASTAVA	F	9.5
		III	20EMBEC002	VANSH PARIHAR	M	9.4
	IT	I	20EMBIT057	SUHANI BHADADA	**F**	10
		II	20EMBIT037	PRIYAL JAIN	**F**	9.80
		III	20EMBIT042	RIMSA	**F**	9.80
	ME	I	20EMBME006	BABU LAL KEER	M	9.00
		II	20EMBME013	NISCHAY JAIN	M	8.90
		III	20EMBME007	CHIRAG DAD	M	8.77
	TC	I	20EMBTC010	NAVEEN TEJWANI	M	9.43
		II	21EMBTC209	SANDEEP	M	9.33
		III	20EMBTC011	RONAK RAJ GUPTA	M	9.10
	TT	I	21EMBTT217	KUNJETI DEEKSHITH M SHIVA	M	9.70
		II	20EMBTT047	VIJAY PANCHAL	M	9.60
		III	20EMBTT035	PREKSHA CHAPLOT	F	9.50
5th	**CSE**	I	21EMBCY028	PRIYANKA KUMARI	F	9.74
		II	21EMBCY018	KRATIKA SOLANKI	F	9.67
		III	21EMBCY003	ANISHA PATNI	F	9.61
	ECE	I	21EMBEC003	HARSH SANJAY JAIN	M	8.67
		II	21EMBEC004	KESHAV BHARTI	M	7.87
		III	21EMBEC006	SOUMENDRA SINGH SHEKHAWAT	M	7.67
	IT	I	21EMBIT021	DISHITA JAIN	F	9.78
			21EMBIT025	GUNGUN JAIN	F	9.78
		II	21EMBIT024	GANESH RANA	M	9.65
		III	21EMBIT053	RITURAJ JHA	M	9.63
	ME	I	21EMBME008	NANCY PATHWADIA	F	9.46
		II	21EMBME007	LAKSHAY AGARWAL	M	9.33
		III	21EMBME005	DHARMENDRA KHATRI	M	9.26
	TC	I	22EMBTC210	RAVI KUMAR	M	8.59
		II	21EMBTC002	CHETAN NATH	M	8.43
		III	22EMBTC219	THAKUR HARSH AVINASH	M	8.28
	TT	I	22EMBTT223	PATRI HARSHITA	F	10
		II	21EMBTT032	UDAY PATIL	M	9.87
		III	22EMBTT231	ROHAN KHARE	M	9.76

Sem	B. Tech	Place	Roll No.	Name	M/F	SGPA
3rd	CSE	I	22EMBCY207	UDITA NOLKHA	F	9.90
		II	22EMBCY003	ANISHA PARMAR	F	9.86
		III	22EMBCY031	VAIBHAV SONI	M	9.82
	ECE	I	22EMBEC002	ROHIT KUMAWAT	M	7.22
		II	22EMBEC001	DWARKESH UPADHYAY	M	7.16
	IT	I	22EMBIT027	KRITI SOMANI	F	9.63
		II	22EMBIT008	ARYAVEER SHARMA	M	9.31
		III	22EMBIT004	AKANKSHA CHECHANI	F	9.24
	ME	I	23EMBME200	VIKAS KUMAR TIWARI	M	8.10
		II	22EMBME002	ALISHA KAZI	F	7.82
		III	22EMBME014	SHIVAM SHARMA	M	7.36
	TC	I	23EMBTC208	SWATANTRA KUMAR MISHRA	M	9.82
		II	23EMBTC206	NABANITA BARIK	F	9.71
		III	23EMBTC201	DEVANSH MISHRA	M	9.63
	TT	I	23EMBTT207	BRITTIPRIYA DAS	F	9.90
		II	23EMBTT 230	SAYANI BASAK	F	9.86
		III	23EMBTT226	RIZIA RUMMAN	F	9.55
1st	CSE	I	23EMBCY030	TEENA KUMAWAT	F	9.95
		II	23EMBCY032	YUVRAJ SWAMI	M	9.18
		III	23EMBCY001	AKASH SAINI	M	8.85
			23EMBCY018	PIYUSH SHARMA	M	8.85
	ECE	I	23EMBEC006	DEEPESH SHARMA	M	9.50
		II	23EMBEC013	SHIVANSH VYAS	M	8.04
		III	23EMBEC012	SAKSHI CHAUHAN	F	8.00
	IT	I	23EMBIT045	RAMA KANWAR	F	9.63
		II	23EMBIT007	ANTIMA TIWARI	F	9.51
		III	23EMBIT015	DIKSHANT KACHHAWAHA	M	9.37
	ME	I	23EMBME010	KRISHNA KANWAR CHOUHAN	F	8.98
		II	23EMBME015	UTKARSH SHARMA	M	8.22
		III	23EMBME013	RAJ RAJESHWAR SHARMA	M	7.41
	TC	I	23EMBTC017	RAHUL JAT	M	8.68
		II	23EMBTC015	PANKAJ PRAJAPAT	M	8.26
		III	23EMBTC001	AAFTAB KHAN PATHAN	M	7.68
	TT	I	23EMBTT003	ABHISHEK VAISHNAV	M	9.27
		II	23EMBTT039	SUMIT SINGH RAWAT	M	8.85
		III	23EMBTT013	DIMPLE CHANDRAWAT	F	8.34

Table 4: Details of Program and Semester wise Top Scorers

[Among 74 top scorers of odd semesters – No**. of Girls – 27 & No. of Boys – 47]**

SWOC Analysis based on Result Analysis

Strength: Overall performance of all the semesters, as reflected in Table 3 is towards good degree of appreciation. So far as evaluation of practical subjects are concerned the degree of engagement of students in Labs / Workshops shows good confidence among students. Students' understanding seems towards appreciable side of their learning level in most of the theory papers which is possibly due to high degree of engagement of both students and faculty members with classes. 7th Semester results are exciting encouraging.

Weakness: 3rd semester result of ECE and ME is below 60% which is disappoints. Results of 3rd semester in other programs are stuck below 80%. This indicates towards some weak points in the TL process needing more efforts to be put in for guiding the students with high degree of their class engagements.

Opportunities: There is always a room for improvements. One can always find a way to get rid of disappointment caused by output of positive and sincere efforts. One has to change the method of delivering the content of academic importance in the classroom when expected result appears far away from target set for. One can adopt alternative method of teaching and motivate the students learn through their peers.

Challenges: Effortless working requires great efforts. Deferment and procrastination habits can be seen dominating in student community so far as their academic growth and skill development are concerned. A class of students keeps itself reluctant in engaging with the class and labs/workshops on the account of their involvement in the activities of less priority. Lack of power of understanding the self-management according to the time available for them in a semester.

Conclusion: All the Heads of Departments may peruse the students' performance analysis given at preceding pages of this report. They may plan strategies for taking up corrective measure deemed to be necessary in the coming academic session 2024 – 25.

Additional efforts need to be put in for monitoring and assessment. All of us have to be more cautious about new III semester next time. Students should be made aware of poor result of their seniors in III semester (2023 – 24)

Actions to be taken

- ✓ The students must be aware of the importance of subject(s) they have studied during preceding semesters in the incumbent semester. Connection of subject(s) may be shared among them.
- ✓ Head of the Department along with all faculty members are expected to address the students in very first class discussing the past performance and the requirement of amount of hard work they have to do during the course of semester.
- ✓ The project allocation may be finalized in the 7th semester on the basis of seminar students are supposed to take on.
- ✓ All assessments and evaluations should be on the basis of rubrics of performance in case of Industrial / In-house training, seminar and project. Students must be made aware of the rubrics they have to take care of.
- ✓ Poor performing students must be encouraged to take on the subjects more carefully. Periodic quizzes may be organized at the end of completion of content delivery in a chapter / module.

List of Subjects of Low Average of Marks (External)

S. No.	7th Semester	5th Semester	3rd Semester	1st Semester
CSE	All is well	Information Theory & Coding	Technical Communication	Engineering Mathematics – I
			Advance Engineering Mathematics	Basic Electrical Engineering
			Digital Electronics	
			Data Structures & Algorithms	
			Object Oriented Programming	
			Software Engineering	
ECE	Very Large Scale Integration Design	Electromagnetic Waves	Advance Engineering Mathematics	Engineering Mathematics – I
		Control Systems	Digital System Design	Engineering Chemistry
		Digital Signal Processing	Signals & Systems	
		Microwave Theory & Techniques	Network Theory	
			Electronic Devices	
IT	All is well	Microprocessors & Interface	Advance Engineering Mathematics	Engineering Mathematics – I
			Digital Electronics	Basic Electrical Engineering
			Object Oriented Programming	
ME	Internal Combustion Engines	Heat Transfer	Managerial Economics and Fin. Acct.	Engineering Mathematics – I
			Advance Engineering Mathematics	Engineering Chemistry
			Engineering Mechanics	Basic Mechanical Engineering
			Engineering Thermodynamics	
			Material Science and Engineering	
			Mechanics of Solids	
TC	Environmental Engineering & Disaster management	Practical Applications of Statistics	Managerial Economics and Fin. Acct.	Engineering Mathematics – I
		Energy and Water Conservation in T. I.	Advance Engineering Mathematics	Engineering Chemistry
		Textile Chemical Analysis – II	Object Oriented Programming	
		Textile Testing – I	Fabric Preparation	
		Structures & Properties of Fibres	Advance Organic Chemistry	
		Knitting Technology		
TT	Quality Management	Practical Applications of Statistics	Managerial Economics and Fin. Acct.	Engineering Mathematics – I
		Textile Testing	Advance Engineering Mathematics	Engineering Chemistry
		Structure & Properties of Fibres	Object Oriented Programming	
		Textile Testing Practical – I	Textile Chemical Processing	

Annexure 4

Employability Enhancement Initiative

Introduction

In the face of rapid technological advancements and shifting industry demands, it is imperative that our engineering programs evolve to provide students with not only a strong theoretical foundation but also practical, hands-on experience. This proposal outlines a comprehensive initiative to significantly enhance the employability and technical expertise of our students. By integrating industry-based training and advanced technical content into the curriculum, we aim to bridge the gap between academic learning and real-world application, preparing our students to excel in their future careers.

Objectives

1. **Bridge the Gap between Theory and Practice:** Provide students with practical experience and exposure to cutting-edge technologies, supplementing their academic learning with industry-relevant skills.
2. **Enhance Employability:** Equip students with hands-on experience and advanced technical knowledge to meet and exceed the expectations of future employers.
3. **Promote Lifelong Learning:** Instil a culture of continuous learning and adaptation to technological advancements among students.

Proposed Initiative

The initiative will be implemented in a phased manner across the odd and even semesters of the second year to final year of the undergraduate program. The core components of the initiative include:

1. **Industry-Based Training:**
    - **Expert Sessions:** Organize regular sessions with industry experts to provide insights into current industry trends, technologies, and best practices.
    - **Cooperative Programs:** Develop partnerships with leading companies to create cooperative education programs that offer students internships, co-op placements, and project opportunities within industry settings.
    - **Industry-Sponsored Projects:** Collaborate with industry partners to sponsor student projects that address real-world problems, allowing students to work on practical challenges and gain valuable experience.
2. **Advanced Technical Content:**
    - **Workshops and Seminars:** Conduct workshops and seminars on emerging technologies. These sessions will be led by industry professionals and academics with expertise in these areas.
    - **Short Duration Modules:** Offer specialized modules on innovative topics and sustainable practices that extend beyond the standard curriculum. These modules will be designed to provide deep dives into specific areas of interest, ensuring students acquire up-to-date knowledge and skills.

Implementation Plan

Overview

The implementation plan outlines the detailed steps required to execute the initiative to enhance the employability and technical expertise of our engineering students. The plan is divided into actions to be taken across the odd and even semesters of the second year of the undergraduate program, ensuring a structured and phased approach to achieving the initiative's objectives.

1. **Initiate Industry Partnerships:**
    - Objective: Establish partnerships with leading companies for cooperative programs and industry-sponsored projects.
    - Actions:
        - Identify and reach out to potential industry partners.
        - Organize meetings to discuss partnership opportunities and mutual benefits.
        - Formalize agreements outlining the scope of cooperation, student involvement, and project expectations.
2. **Schedule Expert Sessions:**
    - Objective: Provide students with insights into industry trends and technologies.
    - Actions:
        - Identify and invite industry experts for sessions.
        - Develop a schedule and communicate session details to students.
        - Prepare session materials and logistics.
3. **Launch Workshops:**
    - Objective: Introduce students to emerging technologies and sustainable practices.
    - Actions:
        - Develop workshop topics and identify speakers.
        - Arrange workshop logistics, including venue, materials, and scheduling.
        - Promote workshops to students and encourage participation.
4. **Co-op Program Rollout:**
    - Objective: Facilitate student placements in industry settings through cooperative education programs.
    - Actions:
        - Finalize agreements with industry partners on student placements.
        - Organize orientation sessions for students to prepare them for co-op experiences.
        - Monitor student placements and provide support as needed.

5. **Advanced Module Introduction:**
    - Objective: Offer specialized modules on advanced technical topics.
    - Actions:
        - Develop module content and identify faculty or external experts to deliver them.
        - Schedule and promote modules to students.
        - Gather initial feedback to refine and improve the content.
6. **Industry-Sponsored Projects:**
    - Objective: Provide students with hands-on experience through industry-sponsored projects.
    - Actions:
        - Collaborate with industry partners to define project scopes and deliverables.
        - Form student teams and assign projects.
        - Organize project kick-off meetings and provide ongoing support.
7. **Additional Expert Sessions:**
    - Objective: Continue providing valuable industry insights to students.
    - Actions:
        - Schedule and coordinate additional expert sessions based on student interests and industry needs.
        - Evaluate previous sessions and make improvements as necessary.
8. **Workshops and Seminars:**
    - Objective: Continue to offer workshops and seminars based on feedback and evolving industry trends.
    - Actions:
        - Review feedback from previous workshops and adjust content or format as needed.
        - Organize and promote new workshops and seminars.
        - Assess participation and impact.
9. **Evaluation and Feedback:**
    - Objective: Assess the effectiveness of the initiative and make necessary adjustments.
    - Actions:
        - Collect feedback from students, faculty, and industry partners through surveys and meetings.
        - Analyse feedback to evaluate the success of the initiative.
        - Prepare a report summarizing outcomes and recommendations for future improvements.

Budget and Resources

1. **Industry Partnerships:** Costs associated with establishing partnerships and organizing expert sessions.
2. **Workshop and Seminar Costs:** Expenses for speakers, materials, and venue arrangements.
3. **Cooperative Programs:** Financial support for student placements, including potential stipends and project materials.
4. **Module Development:** Investment in creating and updating specialized modules, including faculty training and resource acquisition.

Evaluation and Monitoring

1. **Student Feedback:** Regular surveys and feedback sessions to assess the impact of the training and content on student learning and career readiness.
2. **Industry Partner Feedback:** Continuous communication with industry partners to evaluate the effectiveness of cooperative programs and projects.
3. **Performance Metrics:** Track student performance in projects, internships, and job placements to measure the success of the initiative in enhancing employability.

Conclusion

This comprehensive initiative aims to provide our engineering students with the practical experience and advanced technical knowledge necessary to excel in a rapidly evolving industry landscape. By integrating industry-based training and advanced technical content into the curriculum, we will not only enhance the employability of our students but also foster a culture of continuous learning and adaptation. We believe this initiative will significantly contribute to the development of our students into highly skilled and adaptable professionals ready to meet the demands of their respective fields.

We look forward to your support to implement this transformative initiative.

Hand Book of HoD

M. L. V. Textile &Engineering College, Bhilwara

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2024

PREFACE

Welcome to the "Handbook of Head of Department (HoD)." This document is crafted to serve as a comprehensive guide for the effective management and administration of academic departments. It is designed to clarify and detail the roles, responsibilities, and functions of various members within the department, including faculty, coordinators, lab in-charge, system administrator, lab technicians, lab attendant and Class IV staff.

Our aim is to provide a clear framework that supports the smooth operation of departmental activities and enhances collaborative efforts. Each section of this handbook is dedicated to outlining the key duties and expectations associated with different roles:

- **Faculty Members**: Focused on their dual role as educators and researchers, faculty members are central to delivering academic instruction, engaging in scholarly research, advising students, and contributing to the department's growth and development.
- **Coordinators**: Charged with overseeing program implementation, managing student interactions, organizing departmental events, and handling administrative responsibilities, coordinators play a vital role in maintaining the department's operational efficiency.
- **System Administrators**: Responsible for maintaining the technological infrastructure, system administrators ensure network stability, provide user support, manage security, and handle system upgrades and data backups.
- **Lab Technicians**: Essential for the maintenance and smooth functioning of laboratory environments, lab technicians ensure equipment reliability, enforce safety protocols, manage inventories, and provide technical support.
- **Class IV Staff**: Providing crucial support in administrative tasks, facility management, and logistical assistance, Class IV staff help ensure that departmental operations run smoothly and efficiently.

This handbook is intended to serve as a valuable resource for both new and existing department members, providing guidance on their specific responsibilities and how they contribute to the department's overall success. By fostering a clear understanding of these roles, we aim to promote a collaborative and productive environment, ultimately enhancing the quality of our academic and administrative functions.

Dr. D. N. VYAS
PRINCIPAL

July 2024

CONTENT

VISION OF COLLEGE

To contribute to India and the world through excellence in Technical education; to serve as a valuable resource for industry, research and society and remain a source of pride for our state Rajasthan.

MISSION OF COLLEGE

M1: To create technical manpower for meeting the current and future demands of industry.

M2: To provide education in close interaction with industry with emphasis on development of leadership qualities in students of our college with sensitivity to social development and eye for opportunity for growth in international perspective.

1. Functions and Responsibilities of Head of the Department:

Head of Department (HoD) shall be appointed by the Head of institution from among the faculty members available in the department or otherwise. HoD shall be the chief executive officer in the department and shall oversee all the activities related to it. Here's the list of functions and responsibilities associated with the chair of a HoD:

H 1. To take advise/sanction from the Principal / Director / Dean for implementation of academic, co-curricular and extra-curricular activities and implement the policies thereto.

H 2. Assigns duties to teaching and non-teaching staff of the Department.

H 3. With the help of the Program coordinator ensures allocation of contact hours (teaching and practical) to all faculty members and technical non-teaching staff

H 4. To co-ordinate with the teaching and non-teaching staff of the department for smooth function and conduct of academic, co-curricular and extracurricular activities in the department.

H 5. To present the departmental budget/requirement to the Principal / Director / Dean.

H 6. To take the lesson plan from the teachers and ensures they follow the plan and syllabi completed in the stipulated time.

H 7. To ensure smooth conduct of examinations including paper setting, assessment of theory and lab.

H 8. To submit recommendations, if any, to the examination committee for processing of results.

H 9. To ensure purchases and maintenance of stock registers are done properly by the Laboratory Assistant.

H 10. To ensure Quality, Maintenance and cleanliness of the department.

H 11. To grant casual leaves and recommend other leaves of the departmental Colleagues.

H 12. To motivate faculty towards Research Proposals to various research funding agencies such as AICTE, DST, DRDO, etc. and other national / international entities.

H 13. To encourage research / innovative programs in the department in collaboration with the industry and corporate sector.

H 14. To organize need based workshop / seminars / symposia / visits / excursions etc.

H 15. To invite guest speakers for interaction and guidance to UG / PG students.

H 16. To guide the students for online certifications / MOOCs through national portal SWAYAM, other reputed international portal and also sensitize about career opportunities.

H 17. To establish students' chapters of professional bodies like IEEE, Institution of Engineers, IME, TAI, etc. in the department.

H 18. To facilitate faculty in the preparation and processing of self-appraisal of performance

H 19. To ensure that college equipment / facilities under the department´s control are properly maintained and serviced as required.

H 20. Adherence to the procedures of staff (Teaching and Non-Teaching)

of the department / college. Coordinating the activities of the department and assisting the Principal / Director / Dean of the College.

H 21. To conduct internal academic audit, prepare report and facilitate the external academic audit team. To conduct SWOC and TNA.

H 22. To prepare departmental annual progress report and ensure publication of the same on College website

H 23. To nominate faculty member(s) on the committees at College / other levels by cognizance and/or as and when asked by the Principal / Director / Dean or any other authority to do so.

H 24. To act as academic guardian and chief counselor for the students

H 25. To attend the parents / guardian of students coming for their ward's related queries.

Responsibilities Include:

1.1 Faculty

- Assisting faculty in providing a quality educational experience for students under outcome based education system.
- Recommending, mentoring, and supervising faculty.
- Coordinating and recommending full-time faculty responsibilities: teaching assignments, committee assignments, and student advice assignments.
- Providing the Principal / Director with inputs regarding the needs of faculty within the department, participation of faculty in departmental activities, and suggestions for faculty development.

1.2 Program and Curriculum

- Preparing and recommending class schedules (Allocating courses (theory and lab) and preparing time-tables).
- Supporting the integrity of curricula, encouraging student success.
- Planning, developing, implementing, and evaluating curriculum for students enrolled in the programs offered by the department.
- Assisting in providing leadership to meet the instructional goals of the department and college.
- Keeping updated towards latest trends in market and incorporate the academic activities necessary for enhancement of pupils' employability and entrepreneurship.

1.3 Department

- Conducting regular meetings of the department faculty and keeping a book of minutes of such meetings.
- Coordinating the formulation of department short- and long-term plans.
- Facilitating interaction and collegial spirit among the department faculty.
- Coordinating the preparation of proposed departmental budget request.

1.4 Administrative

- Represents the department at meetings of department chairs.

- Assists with student complaints, and grievances originate in the department.
- Plans, executes, and monitors academic and support activities of the department
- Maintains discipline and culture in the department
- Picks and promotes strengths of students/ faculty/staff
- Adheres to Quality Management System (QMS) Procedures
- Maintains records of departmental activities and achievements
- Conduct the Program Exit Survey, analyze and take corrective measures, if required
- Publishes periodical newsletter, annual report and other essential reports related to curricular, co-curricular and extra-curricular activities of the department
- Provides authentic information to other departments/sections in the college on demand.

Important portfolios a HoD can assign for smooth functioning of departmental activities:

1. Program Coordinator
2. Faculty Mentor
3. Course Coordinator
4. Class Advisor / Coordinator
5. Exam Coordinator
6. Placement and Alumni Coordinator

7. Lab In-charge
8. System Administrator
9. Lab Assistant
10. Lab Technician
11. Workshop / Lab Attendant
12. Multi-tasking Staff (Class – IV)

2. Responsibilities of Program Coordinator:

In case of a department offers more than one programs, then HoD shall assign the responsibility of program coordinator from among the faculty members as per his/her discretion so as to manage the program related activities in more effective manner. In case a department offers only one program, then HoD shall act as program coordinator. It is the responsibility of Program Coordinator (UG or PG) to:

PC 1. Oversee the courses offered by the department;

PC 2. Appoint Course Coordinators for each course offered and administered by the department;

PC 3. Ensure that Course files and lab manuals are reviewed and accurate prior to publication and timely distribution to students (i.e. distributed on the first day of the commencement of the semester);

PC 4. Ensure that examination question papers are reviewed and accurate prior to submission, and are submitted by the relevant due date to designated official of "In-charge of Internal Examinations";

Apart from usual duties a Program Coordinator also

PC 5. Demonstrates awareness of program goals and objectives

PC 6. Has a good knowledge of the accreditation process and its requirements

PC 7. Has a good understanding of the competencies and their implementation by self and by the faculty in the department.

PC 8. Has a good knowledge of the terminology used in the program.

PC 9. Utilizes available resources and websites in an efficient way to help enhance the program

PC 10. Networks with other coordinators, institutes and organizations to share information and to gain knowledge that would help improve the program

PC 11. Reviews the performance of students undertaking courses offered by the department, paying particular attention to results that are borderline between Second class to First class and first class to Distinction;

PC 12. Ensures that processes of outcome based education are followed and records are maintained both in hard and soft copies;

PC 13. Ensures the College's Evaluation Assessment Policy and Procedures along with Outcome Based Education (OBE) are implemented.

PC 14. Consolidates the reports expected from the faculty involved in teaching of courses as per curriculum.

3. Responsibilities of Faculty:

Faculty in a department are the parts of backbone of the department. They have the responsibility to look after all the academic activities and other activities such as co-curricular activities and research. Faculty is supposed to focus on skilling up of the pupil they come across in the department through the effective teaching – learning mechanism and evaluate the performance at the end. The responsibilities of a faculty member includes the following:

F 1. A faculty shall engage classes regularly and punctually and impart such lessons and instruction, do such internal assessment as the Head of the Department / Principal / Director / Dean shall allot to him from time to time and shall not ordinarily remain absent from work without prior permission or grant of leave.

F 2. Develop methodology to educate students about the topic (problem solving, small group discussions, etc.) and then implementing the same in the classroom

F 3. Development of course handout material

F 4. Development of audio visual/multimedia materials for the topic presented

F 5. Prepares and executes Lesson Plan.

F 6. Completing syllabus within the stipulated time.

F 7. Reports to the class on time.

F 8. Utilizes classroom assessment techniques

F 9. Develops test questions in consultation with the course coordinator

F 10. Evaluates tests (if appropriate, based on type of test)

F 11. In consultation with the course coordinator, assures that course content allows students to meet outcomes associated with that course

F 12. Be available for student consultation on a regular basis, informing students of their availability for student consultations (both with and without appointments and makes sincere attempt to solve their difficulties (academic and personal counseling)

F 13. Informs Course Coordinator within a reasonable time about students' progress and how effectively students are learning;

F 14. Keeps a secure record of each student's results, both electronically and in hard copy,

F 15. Provides data relating to results in assessment tasks/exam events and attendance, if required, to the Course Coordinator

F 16. Attends meetings of the course instructors and course coordinator to discuss issues affecting learning and other classroom issues

F 17. Attends meetings with the course coordinator and the class representatives for the course to obtain feedback

F 18. A faculty shall help the concerned HoD to enforce and maintain discipline amongst the students.

F 19. A faculty shall perform any other co-curricular work related the College as may be assigned to him from time to time by the concerned HoD.

F 20. Maintain attendance record of students

F 21. Provides information about job opportunities in the irrespective

field to placement cell.

F 22. Guides students on career opportunities.

F 23. If associated with the lab,

a. Designs new experiments, if any, may be beyond the curriculum but essential to include
b. Prepares lab work books
c. Ensures the availability of him/her self in the lab during laboratory periods for explanation, if needed
d. Ensures availability of equipment needed for the lab in proper functioning
e. Evaluates lab work books and provides feedback to student on timely basis
f. Recommends for procurement of equipment, if any for the smooth conduct of all experiments,
g. keeps the lab clean and tidy

F 24. Ensures quality, maintenance and cleanliness of the department

F 25. Carries out research/innovative projects / programs in the department.

F 26. Organizes need based workshop / seminars / symposia / visits / excursions etc. by coordinating with the concerned HoD

F 27. Invites guest speakers for interaction/ guidance of students.

F 28. Maintain teacher's handbook / Course file.

3.1 Contents in Course File

Essential

CF 1. Course Outline (Add details from the Scheme)

CF 2. Student Roll List with Contact numbers

CF 3. Vision and Mission of the College and Department

CF 4. Program Educational Objectives of the Department

CF 5. Course Objective and Course Outcomes (COs)

CF 6. Program Outcomes and Program Specific Outcomes of the department

CF 7. CO – PO – PSO Mapping table

CF 8. Syllabus (As per RTU) / List of Experiments (As per RTU)

CF 9. Students' class schedule & Faculty's class schedule

CF 10. Lecture (Lesson) plan / Lab Plan along with Lab Manual

CF 11. Assessment plan (Bifurcation of Internal Marks CO- Wise) / Rubrics for evaluation of Experimental work (for Practical course only)

CF 12. Attendance Record

CF 13. Mid Term & End Term Question papers / Practical Question paper (ETE), along with solutions (Past and Present)

CF 14. Direct Attainment Sheet- CO- wise Internal Assessment (IA) and End Term Exam (ETE) Marks

CF 15. Indirect Assessment Sheet: Course Exit Survey along with sample copy of survey form with questionnaire

CF 16. Three Sample Answer Books of Students (Best, Average, Lowest) Duly Evaluated and Countersigned by the HoD (Use Prints of Scanned Answer Books) / Three Sample Lab Report

File of Students (Best, Average, Lowest) Duly Evaluated and Countersigned by the HoD

CF 17. Award lists of Mid-term Assessment as uploaded on RTU portal / Award lists of Internal Assessments and External Examination as uploaded on RTU Portal

CF 18. Question Bank (As per Bloom's Taxonomy Verbs) / Question Banks for Viva voce and Practical Exams

CF 19. Result Analysis (After result declaration from University)

CF 20. Attainment Reports: CO Attainment, CO-PO-PSO Attainment

CF 21. Report by the faculty (Observation based on Attainment and Result Analysis, Action Plan for the next session etc.)

CF 22. Remarks of HoD and his suggestions for next session

Desirable

1. CO-Wise Assignments According to Six Learning Levels / List of Equipment, Hardware, Software (Related to Experiments to be Performed) List of Equipment, Hardwar or Software (Related to Experiments to be performed in the Practical Course)
2. Lecture Notes, Handouts, etc. / Practical Notes, Handouts, etc.
3. Innovation in Teaching – Learning Process
4. Use of ICT in Teaching / Use of ICT in Teaching, Virtual Lab
5. Contents beyond Course Curriculum
6. Documents Related to Any Expert Lectures, sessions Conducted on the Course Content or a Part Thereof
7. Academic Calendar

4. Functions and Responsibilities of Faculty Mentor

In engineering colleges, the role of a mentor is pivotal in guiding and supporting mentees through their academic and personal development. He / She is supposed to be the professional guardian for those who come from outside the town / state for pursuing degree from the college. Mentors provide valuable insights, encouragement, and practical advice, helping students navigate their educational journey and prepare for their professional futures. Here's a detailed outline of a mentor's role:

FM 1. Academic Guidance:

- *Course Selection and Planning*: Assist mentees in choosing courses that align with their interests and career goals, and help them plan their academic trajectory.
- *Study Strategies*: Offer advice on effective study techniques, time management, and exam preparation to enhance academic performance.
- *Research Opportunities*: Guide mentees in exploring research interests and opportunities, including involvement in faculty-led projects or independent research.

FM 2. Career Development:

- *Career Pathways*: Help mentees understand various career options within engineering, including industry roles, research opportunities, and entrepreneurial ventures.
- *Internship and Job Search*: Provide support in finding internships and job placements, including reviewing resumes, preparing for interviews, and leveraging professional networks.
- *Skill Development*: Advise on acquiring additional skills or certifications that could enhance employability and career prospects.

FM 3. Personal Development:

- *Goal Setting*: Assist mentees in setting and achieving personal and professional goals, fostering a sense of direction and purpose.
- *Confidence Building*: Encourage self-confidence and resilience, helping mentees overcome challenges and build a positive mindset.
- *Work-Life Balance*: Offer guidance on managing academic responsibilities alongside personal life and extracurricular activities.

FM 4. Emotional Support:

- *Listening Ear*: Provide a supportive and non-judgmental space for mentees to discuss their concerns, challenges, and aspirations.
- *Motivation and Encouragement*: Offer reassurance and motivation during times of stress or difficulty, helping mentees stay focused and positive.

FM 5. Networking and Connections:

- *Professional Networks:* Introduce mentees to industry professionals, alumni, and peers who can offer additional guidance, opportunities, and insights.
- *Academic Communities:* Facilitate connections with academic and research communities, helping mentees engage in relevant discussions and collaborations.

FM 6. Ethical and Professional Conduct:

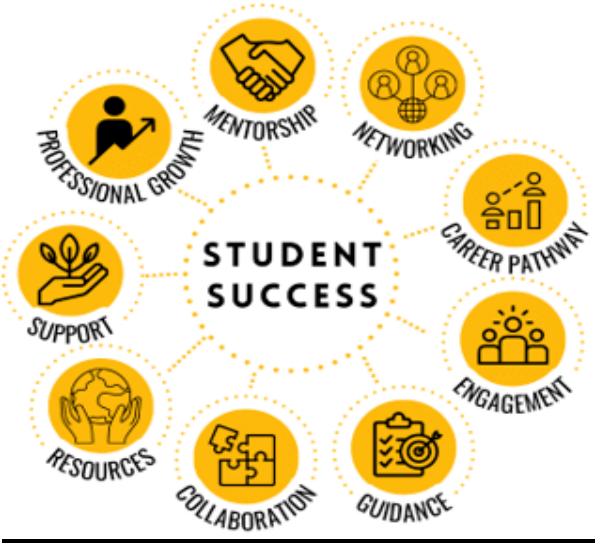
- *Guidance on Ethics*: Educate mentees about professional ethics and standards in engineering, emphasizing the importance of integrity and responsibility in their work.

- *Role Modeling:* Demonstrate professional behavior and attitudes, serving as a role model for mentees to emulate in their own careers.

FM 7. Feedback and Reflection:

- *Constructive Feedback:* Provide honest and constructive feedback on academic work, projects, and personal development, helping mentees improve and grow.
- *Reflective Practice:* Encourage mentees to reflect on their experiences, achievements, and areas for improvement, fostering a mindset of continuous learning and self-improvement.

In summary, a mentor in an engineering college plays a multifaceted role, offering academic support, career advice, personal development, emotional encouragement, and networking opportunities. By fulfilling these responsibilities, mentors help mentees navigate their educational journey, achieve their goals, and prepare for successful careers in engineering.



5. Functions and Responsibilities of Course Coordinator:

Course Coordinator is responsible for planning and coordinating the teaching and assessment arrangements for a course, and upholding its academic quality and integrity, in consultation with the Program Coordinator, who has the final responsibility for the quality of the program offered Specific responsibilities, includes the following:

CC 1. Explains the course purpose;

The course purpose involves the following:

- What role does this course play within the Program?
- How is the course different from other courses of the Program?
- What essential knowledge or skills should they gain from this experience?
- What knowledge or skills from this course will students need to have mastered to perform well in future classes or later (Higher Education / Jobs)?
- Why is this course important for students to take?
- What is/are the prerequisite(s) for this course?
- When students complete this course, what do they need know or be able to do?
- Is there specific knowledge that the students will need to know in the future?
- Are there certain practical or professional skills that students will need to apply in the future?

- Five years from now, what do you hope students will remember from this course?
- What is it about this course that makes it unique or special?
- Why does the program offer this course?
- What unique contributions to students' learning experience does this course make?
- What is the value of taking this course? How exactly does it enrich the program?

The "Course Purpose" should describe how the course fits into the student's educational experience in the program and how it helps in his/her professional career.

CC 2. Provides expected course learning outcomes (COs); Expected learning outcome statements refer to

- Specific knowledge
- Practical skills
- Areas of professional development
- Attitudes
- Higher-order thinking skills, etc. that faculty members expect students to develop, learn, or master during a course.

CC 3. Facilitates course instructors/faculty teaching the course in writing the COs. While doing so, identifies

a. What are the most essential things the students need to know or be able to do at the end of this course?
b. What knowledge and skills are required to do this course?

c. What knowledge and skills should they learn from the course?

CC 4. Further, in developing the course outcomes

a. Limits the course-level expected learning outcomes to 5 – 10 statements for the entire course (more detailed outcomes can be developed for individual units, assignments, chapters, etc.).

b. Focuses on overarching or general knowledge and/or skills (rather than small or trivial details).

c. Focuses on knowledge and skills that are central to the course topic and/or discipline.

d. Creates statements that are student-centered rather than faculty-centered (e.g. "upon completion of this course students will be able to list the names of the 20 districts "versus" one objective of this course is to teach the names of the 20 districts").

e. Focuses on the learning that *results* from the course rather than describing activities or lessons in the course.

f. Incorporates or reflect the institutional and departmental missions.

g. Incorporates various ways for students to show success (outlining, describing, modeling, depicting, etc.) rather than using a single statement such as "at the end of the course, students will know" as the stem for each expected outcome statement.

CC 5. Develops course content: Prepares a description of the course

mentioning what the course is all about. We may as well provide a written statement regarding the course's purpose; i.e. by clarifying the purpose of the course, faculty can help discover the main topics or themes related to students' learning.

CC 6. Methods for assessing expected learning outcomes: Develops and implements course assessment, coordinates with other faculty and staff involved in course assessment, prepares solutions, if required, and applies the principles and procedures of the assessment of course work to all assessment-related activities. This policy contains an extensive list of responsibilities on Course Coordinators, related to:

a. Setting assessment tasks and weightage
b. Examinations
c. Assignments
d. Tutorials/Case Studies
e. Marking assessments
f. Giving feedback to students (including timelines for return of assessment tasks).

CC 7. At least once in two years, updates and/or oversees course design / curriculum which:

a. is aligned with Course Learning Outcomes.
b. is compliant with the Course Requirements specified in the academic regulations of the batch of students admitted.
c. takes account of feedback from course-end surveys, recent course reviews, if any, and other quality indicators.

CC 8. Prepares and delivers lectures, tutorials, workshops and seminars in the course.

CC 9. Provides leadership and support for the advancement of

teaching in a relevant discipline including overseeing delivery, monitoring student progress, assuring quality, initiating course improvement and innovation, improving academic standards, leading assessment design, conduct and moderation.

CC 10. Contributes to time-tabling and planning processes for structured learning activities and required physical facilities or resources.

CC 11. In accordance with the program/department assessment committees, coordinates and monitors inputs from other staff, if any, including assessment marking or supervision; and ensures all faculty and staff involved in teaching the course have all course materials and textbooks at least FOURWEEKS before the commencement of the semester.

CC 12. Organizes textbooks, library reference material, and other learning material in the departmental library (if any) so that students can access all such material in timely manner.

CC 13. Informs students of the course objectives, outcomes and requirements and provides a detailed course file coordinating with other faculty teaching the same course.

CC 14. Teaches the course content, coordinates with other faculty and staff involved in teaching the course, inducting, mentoring and meeting them regularly, and also liaises with them by solving problems for course related matters.

CC 15. Providing guidance to students in the course, coordinating course-end survey, providing guidance to faculty teaching the course, ensuring uniform

a. Delivery of instruction in the course
b. Assessment of students
c. Content delivered vis-à-vis time

CC 16. Contributing to reviews and updating of the course and the programs to which it contributes.

CC 17. Ensures the course achieves there requisite quality outcomes as required by the college and where appropriate, external accrediting agencies

CC 18. Creates a vision for the course and sets future directions in alignment with departmental/college goals.

CC 19. Collaboratively develop an appropriate academic team to enable course learning outcomes to be achieved

CC 20. Focuses efforts and assist staff to make desired changes and realize vision for course

CC 21. Prepares annual course reports as required by College and or Faculty Committees

CC 22. Liaises with the resources and ensures appropriate and timely career advice is embedded into the course, if any.

CC 23. Chairs the course instructors review meetings, if any.

CC 24. Conducts orientation sessions of the course for new faculty instructors allocated the course

CC 25. Promotes a culture of academic quality, rigor and integrity.

6. Responsibilities of Class Adviser/Coordinator:

Instructors (senior most among the instructors teaching a class) should be assigned as class advisors to the class they are teaching a course and assigned with the various responsibilities. Specific tasks are as follows:

CA 1. Discusses all potentially significant issues given below and establishes good communication with the students.

a. Attendance
b. Number of credits required to get promoted
c. Semester system and how it is different from Year wise system
d. Importance of labs and how they may lose marks if they are absent for lab/non-submission of records
e. Importance of assignments and how students lose marks from on/in complete submission of assignments
f. Continuous reading as it is continuous evaluation in engineering
g. Importance of NOT missing even one lecture as continuity is important in engineering education (understanding of current day's lecture is dependent upon understanding of previous lecture)
h. Importance of getting a first class with distinction and how it helps in the development of their career

CA 2. Makes students fully aware of their responsibility to meet performance standards (Putting in 75% attendance and passing of subjects with good marks) and that failure to do so may result in detention.

CA 3. Assists HoD to nominate two class representatives (One Boy and Girl) who have bright scholastic record and an ability to interact with a vast majority of students in their class amicably.

CA 4. Coordinates with the student class representatives regarding establishment of study (peer) groups and nominate one student as leader of each group.

CA 5. Ensures all students shall be encouraged to participate in study groups on a continuing basis. Class advisers shall monitor inclusiveness to insure participation by all students in the class.

CA 6. Acts as mentor, counselor, and role model in resolving student related difficulties.

CA 7. Conducts fortnightly reviews with class representatives and leaders of study groups, documents and submits to HoD

CA 8. Conducts weekly reviews with Mentors to monitor student progress and such reviews shall be documented to establish a record of trends in overall class performance and submission of the same to HoD and Principal's / Director's / Dean's office.

CA 9. Encourages class cohesiveness and camaraderie through inclusive, appropriate events, i.e. social activities, community service, etc.

CA 10. Collects information regarding weaker students from the subject teachers and arranges remedial classes, counseling sessions in consultation with the HoD.

CA 11. Identifies good students and motivate them to excel.

CA 12. Informs HOD about necessity of making alternate arrangement for lectures and practical when a faculty is absent.

CA 13. Assists the department's HoD with computation of fortnightly attendance of the corresponding class and ensure circulation of the same among students for their signatures and submission of the same to Principal's / Director's / Dean's Office.

CA 14. Calls the parents of the students whose attendance is < 75% and arranges to ensure parents meet the HoD particularly in the case where student's attendance is < 65%

CA 15. Assists the department's HoD with dispatch of monthly attendance of the corresponding class to parents.

CA 16. Assists the department's HoD with computation of semester attendance of the corresponding class at the end of semester and ensures submission of the same to Principal's/Director's office.

CA 17. Assists the department's HoD with computation of semester internal marks of the corresponding class and ensures submission of the same to Principal's / Director's / Dean's office and examination branch.

CA 18. Assists department's HoD and Accounts section to ensure no fee defaulters for the class he / she is adviser

CA 19. Assists department's HoD in issuing permission slips for students leaving college earlier than the scheduled time

CA 20. Any other responsibility that may be assigned by corresponding HoD from time to time.

7. Responsibilities of Department's Exam Coordinator:

Examination coordinator, under the supervision of the Head of Department, is required to perform the following duties:

EC 1. Ensures adherence to policies of Rajasthan Technical University, Kota in addition to governing examinations.

EC 2. Organizes and coordinates submission of Question papers of Mid Examinations well within time (as per the schedule).

EC 3. Manages conduct of the Internal/External examinations. This will include ensuring that all required material is in the examination branch allocated room-wise before the start of the examinations and arrangements for candidates with special needs are in place.

EC 4. Organizes exam material, providing safe custody of and organizing examination stationery and material, including question papers, in accordance with regulations.

EC 5. Organizes examination rooms/halls, in accordance with regulations (seating arrangement as per the norms).

EC 6. Coordinatesdistributionofhallticketsthroughdepartment'sOffice Assistantandclassadviser

EC 7. Ensures distribution of all examination answer books to invigilators and the same are received soon after the examination is completed and verifies the same.

EC 8. Ensures distribution of question papers to all examination halls within the time schedule

EC 9. Briefs invigilators on examination regulations and producing

appropriate written guidelines for invigilators, staff and students.

EC 10. Assists in the preparation of invigilation schedule, arranging additional invigilator(s) under exigency, if any, briefing and training invigilators as per procedures

EC 11. Being present and available in the College on the days when results are notified, and overseeing the distribution of results to students.

EC 12. Produces analysis of examination results as soon as possible.

EC 13. Provides statistics on examination entries and results for the HoD/Principal / Director / Dean, senior management team, etc.

EC 14. Prepares examination schedules and timetables, wherever applicable. Distributes the same to faculty members and students of his / her department through the Head of the department. Resolves schedule conflicts, if any.

EC 15. Provides information on substitute courses, if any, for readmitted students who were detained earlier

EC 16. Coordinates with respective department students, and class adviser to wards timely submission of examination application form along with the examination fee for regular semester examination.

EC 17. Coordinates the printing, storage and delivery of examination question papers and answer books. Verifies to ensure all instructions have been followed by faculty members. Ensures all information is accurate. Ensures security measures are in place

and maintained in the Examination Branch.

EC 18. Acts as resource person. Liaises between faculty members of his/her department, students and the Examination Branch of the College. Resolves problems. Makes recommendations to improve functioning process of examination branch.

EC 19. Coordinates and authorizes allocation of room for examination purpose. Schedules and administers special needs of students for examinations.

EC 20. Uses variety equipment such as a personal computer, printer, photocopier, machine, and other office equipment for exam work.

The list of duties and responsibilities outlined above is representative and not a complete and detailed list of tasks, and may be requested to perform other reasonable tasks, if any commensurate to the examinations from time to time.

8. Responsibilities of Department's Placement and Alumni Coordinator:

This is one of the most powerful additional responsibility which not only provides placement assistance but also make students develop their connect with alumni network; The responsibilities include

PAC 1. Acts as a link between Students, Alumni and the Placements Cell.

PAC 2. Provides the list of students eligible for placements from time-to-time to the Placements Cell.

PAC 3. Keeps close contact with Placements Cell on daily basis for information and circulate the same to concerned students, HoD and others related in the matter.

PAC 4. ProvidesCampusPlacementsTrainingattendancestatementsofstudentsundergoingsuch training to the placements cell, and HoD immediately the next day of the completed training session.

PAC 5. Highlights the absentees' names along with Roll numbers and provide the same to the Placements Cell and HoD.

PAC 6. Analyzes students' performance in each of the tests conducted as part of Campus Placements Training from time-to-time and share the same with students, HoD, and Placements Cell. Keep record of the same.

PAC 7. Provides information with regard to the students going abroad for higher education to the Placements Cell from time-to-time so that Placements Cell can update its database that can be shared later with the junior students whenever the need arises.

PAC 8. Facilitates in up-gradation of the students' skill sets commensurate with the expectations of the industry.

PAC 9. Interacts with students of parent department with regard to any issues and bring the same to the notice of the Placements Cell in written form.

PAC 10. Provides written suggestions in improving the functioning of the Placements Cell

PAC 11. Attends all meetings called by Placements Cell and conveys the outcomes of such meetings to the concerned students, and HoD.

PAC 12. Facilitates printing the material provided for students (testing material, reading material, etc.) by Placements Cell.

PAC 13. Facilitates the Cell in procuring any material that may be of some value addition to the students as suggested by Placements Cell.

PAC 14. Contacts alumni of the department and finding the various opportunities that may be available to students for internships, placements, etc. in the organization in which alumni is working.

PAC 15. Contacts alumni and apprises them about the various activities undertaken by the College.

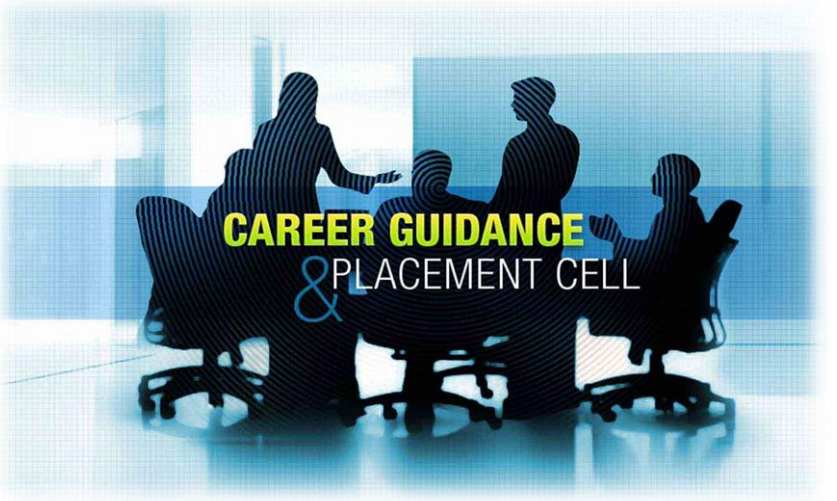
a. Contacts the alumni and requests them to deliver some lectures for the benefit of the department's students (lectures on special topics of relevance, career guidance to students, etc.)

b. Contacts the alumni and requests them to attend alumni

association meeting conducted from time-to-time.

PAC 16. Maintains database of the department's alumni and sharing the same with the Placements Cell.

PAC 17. Keeps close contact with alumni who went for higher education and enquire vis-à-vis their well-being and performance and share the same with the HoD, and the Placements Cell. Passes this information to the students concerned on request.



9. Responsibilities of Lab / Workshop In-charge:

HoD shall assign to faculty the additional responsibility of Lab In-charge for discharging administrative duties related to lab / workshop. A Lab/Workshop In-charge (I/C) is responsible for the following types of tasks:

LI 1. Facilitates procurement of hardware, software and other consumable items well before commencement of the semester.
   a. Sign the requisition for consumables which shall be submitted to the HoD, who in turn shall verify the same and forward to the Principal / Director for necessary action.
   b. Track the accomplishment of such tasks so as to keep lab / workshop full of stock of raw material.

LI 2. Ensures that the infrastructure facilities in the labs are adequate so that each batch has ample opportunity to complete practice sessions satisfactorily.

LI 3. Prepares lab manuals and arrange to get them printed as per the required number, if deemed fit.

LI 4. Introduces new experiments (beyond the prescribed curriculum but necessary), if any that can reinforce the student learning.

LI 5. Arranges to display the laboratory schedule

LI 6. If it's a computer lab
   a. Arranges to manage network taps and server capacity and configurations,
   b. Arranges to manage hardware and software configurations and updates.

c. If tests require server or client computer configuration changes, the changes need to be scheduled and communicated to other lab users.

d. Makes periodic server backups

LI 7. Coordinates periodical testing of equipment with the help of assistant.

LI 8. Develops and monitors the changes in the lab, if any, which defines who is allowed to make changes to the lab environment.

LI 9. Maintains lab documentation (such as lab descriptions, diagrams, and processes).

LI 10. Establishes physical security.

LI 11. The lab I/C take measures to prevent unauthorized use of lab equipment and manage lab access with keys and locks.

LI 12. Sets up an inventory control system.

LI 13. Establishes a lab budget for support costs.

LI 14. Labels hardware, including cabling.

LI 15. Resolves environmental problems, if any.

LI 16. Implements a preventative maintenance program for equipment.

LI 17. To hold those responsible for any breakage / loss etc. and recover costs.

LI 18. In order to prevent theft /damage, the Lab In-charge shall take the following action:

- Lab In-charge and Lab Assistants are to report the matter in writing immediately to the HoD as soon as they discover about the missing /damaged item in their Lab. They also

have the responsibility to find out/enquire about the missing/damaged item/article and suggest further action in order to compensate the loss as well as prevent recurrence of the same.

- Lab Assistants in turn shall note down the missing items in the respective Lab Register.
- If the students are responsible for the loss/missing item, then an amount equal to the cost of the item as fine shall be levied from the concerned students. Students shall not be allowed to purchase and bring the item on their own, as compensation for the loss/missing item.

LI 19. Establishes an approval process for removing any equipment.

LI 20. Ensuring the lab is kept clean and orderly.

LI 21. Any other duty as may be assigned by the HoD / Principal / Director / Dean from time to time.

LI 22. Ultimately, a lab I/C is responsible for making the lab as usable and flexible as possible.

Ensures all of the processes designed to accomplish the above tasks should facilitate, not inhibit, use of the lab.

10. Functions and Responsibilities of System Administrator:

The Systems Administrator shall discharge the duties under directions of the Head concerned i.e. Head, Computer Centre. He/she shall broadly perform the following duties:

SA 1. Performing systems requirements and related activities pertaining to obtaining quotations for procurement of hardware and software and explore open source software as per user's requirement.

SA 2. Administering and configuring servers and System performance tuning

SA 3. Facilitating development and maintenance of College's websites and updating the same

SA 4. Installation and maintenance of software for the systems in the campus including operating system updates, patches, and configuration changes

SA 5. Installing and configuring new hardware and software

SA 6. Administering campus wide LAN and Internet services thereby ensuring that the network infrastructure is up and running

SA 7. Facilitating conduct of periodic computer awareness / literacy courses / training programs for the students, and other staff in the college

SA 8. Identify and help implement installation of ICT and MIS requirements for the College

SA 9. Analyzing system logs and identifying potential issues with computer systems.

SA 10. Introducing and integrating new technologies into existing data

center environments, if exists.

SA 11. Performing routine audits of systems and software.

SA 12. Performing backup of data and files.

SA 13. Adding, removing, or updating user account information, resetting passwords, etc.

SA 14. Answering technical queries

SA 15. Be responsible for security of systems and network

SA 16. Any other reasonable work assigned from time to time.

11. Functions & Responsibilities of Lab Assistant:

LA 1 To assist students and teachers in conducting practical and experiments.

LA 2 Preparation of chemicals and reagents, autoclaving of instruments/ glassware's, etc. before or during the practical as per the requirement.

LA 3 To maintain dead stock and register of consumable materials and to undertake physical stock verification of Laboratory materials.

LA 4 To maintain departmental files and records.

LA 5 To assist the HoD/ In-charge of Laboratory in purchase and procurement of Laboratory materials with the help of Technician/storekeeper.

LA 6 To control the work of Laboratory - MTS working under him/her.

LA 7 To assist the HoD/ In-charge of Laboratory in routine administrative matters and to ensure that the Laboratory facilities are not misused by any person.

LA 8 To report about breakages/losses in Laboratory to HoD on report from Laboratory - MTS.

LA 9 To report to the HoD/ In-charge of laboratory about misbehavior inside the laboratory by Laboratory - MTS /students.

LA 10 To assist HoD/ In-charge to procure requirements of the department seeking approval from the Principal.

LA 11 To perform Sale of Journals / Lab. Record books to the

students and maintaining the respective record.

LA 12 To calculate and report amount to be recovered from students towards general breakages in the laboratory.

LA 13 To oversee neatness and cleanliness in the department.

LA 14 To oversee maintenance of live specimens/preserved specimens/ instruments/ glassware etc.

LA 15 To respect staff and students while speaking to them and cooperate with the authorities with the dignity of the profession.

LA 16 Any other reasonable assignment given by the Lab In-charge/HoD.

12. Functions & Responsibilities of Lab/Worshop Technician:

The Lab/workshop Technician including Technical Assistant / Demonstrators performs technical work in the demonstration of working of machines/circuits/programs etc., maintenance, repair, calibration and installation of various equipment; distributes and maintains laboratory test equipment for students; arranges for repair and calibration of major equipment, and ensures efficient operation of tools, if any used in the lab. Following are key duties interpreted as being descriptive and not restrictive in nature.

LT 1. Demonstrate the experiment, trouble shoots, repairs, calibrates and fabricates / prepares machines, circuits, conducts testing of the same and other equipment.

LT 2. Helps students to assure proper operation and maintenance of equipment and laboratory; distributes various components/ parts to students for use in laboratory exercises.

LT 3. Facilitates maintenance of documentation and upkeep of stock registers (DSR/RM) and keep under his/her custody.

LT 4. Plans and schedules software upgrades; tests, debugs, configures and documents software as required to meet user needs.

LT 5. Establishes and maintains computer laboratory procedures for use of EDA tools wherever required.

LT 6. Installs new equipment and modifies current installations using various manual and power tools such as hand drill, drill press, soldering, etc.

LT 7. Orders and maintains inventory of replacement parts for

equipment; maintains warranty, service and repair records; works with vendors to obtain pricing and availability of needed parts; performs quality checks on newly delivered equipment to ensure proper operation.

LT 8. Maintains a fabrication area for the workshop class; assists in the maintenance of the lab.

LT 9. Any other reasonable assignment given by the Lab In-charge/HoD.

13. Responsibilities of Workshop / Lab Attendant:

The Lab / Workshop Assistant shall discharge the duties under directions of Lab In-charge concerned. He / She shall broadly perform the following duties:

WLA 1. Keep the machine / equipment / apparatus neat and clean and protect them from dust and dirt

WLA 2. Keep all the portable articles at appropriate prescribed for each

WLA 3. Assisting the Lab Assistant during working time of labs/workshop

WLA 4. Looking after the security issues related to the Lab / workshop

WLA 5. Ensuring all the visitors in the lab should follow safety aspects, rules and conduct in the lab / workshop

WLA 6. Any other reasonable work assigned by the Lab / Workshop In-charge

14. Responsibilities of MTS / Class IV Employee:

A MTS / class-IV Staff shall discharge the duties under directions of HoD and respective Lab / Workshop In-charge. He / She shall broadly perform the following duties:

MT 1. Serves the orders of authorities in the department

MT 2. Opening and closing of the locks in the departments, labs and workshops

MT 3. Dusting and mopping the floor in all the offices in the department

MT 4. Ensuring drinking water refilling for every member in the department

MT 5. Files, papers and letter movements from one place to other place in the department as well as other departments / divisions / section / bureau etc. in the College

MT 6. Any other logistic support and reasonable work assigned by the HoD, faculty and staff members in the department.

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Annexure 6

Co-curricular Activities

Co-curricular activities play a vital role in the overall development of engineering students. Activities include

1. Expert Lectures
2. Soft Skill Enhancement Sessions
3. Workshops
4. Seminars / Webinars
5. Conferences
6. Symposia
7. Any other activities deemed fit

Here's a point-wise note on their importance:

1. **Holistic Development**: Co-curricular activities complement academic learning by fostering skills and attributes not typically covered in the classroom, such as leadership, teamwork, and communication.
2. **Skill Enhancement**: These activities provide practical experiences that enhance technical and soft skills. For instance, participating in a robotics club improves technical skills and problem-solving abilities.
3. **Industry Relevance**: Activities like internships, workshops, and technical fests often involve real-world problems, bridging the gap between theoretical knowledge and practical application.
4. **Networking Opportunities**: Engaging in co-curricular activities allows students to interact with professionals, alumni, and peers, which can lead to valuable connections and career opportunities.
5. **Improved Employability**: Employers often look for well-rounded candidates who have demonstrated skills beyond academics. Participation in co-curricular activities can make a resume stand out.
6. **Enhanced Creativity and Innovation**: Activities such as hackathons and design competitions encourage creative thinking and innovative problem-solving, which are crucial in engineering.
7. **Time Management**: Balancing academics with co-curricular activities helps students develop effective time management skills, which are beneficial both during and after college.
8. **Teamwork and Collaboration**: Many co-curricular activities involve working in teams, which builds collaborative skills and helps students learn to work effectively with others.

9. **Leadership Skills**: Taking on roles in clubs, societies, or organizing events provides opportunities to develop leadership qualities and learn how to motivate and manage a team.
10. **Stress Management**: Engaging in non-academic activities helps students unwind and manage stress, promoting better mental health and overall well-being.
11. **Personal Growth**: Co-curricular activities help students discover their interests, strengths, and passions, contributing to their personal growth and self-awareness.
12. **Cultural and Social Awareness**: Participation in diverse activities and events broadens students' perspectives, fostering greater cultural and social understanding.
13. **Community Engagement**: Activities like volunteering and outreach programs help students contribute to their community, instilling a sense of social responsibility.
14. **Recognition and Awards**: Active participation can lead to recognition and awards, which can boost confidence and provide a sense of accomplishment.
15. **Adaptability**: Exposure to various activities and experiences helps students adapt to different environments and challenges, preparing them for dynamic work settings.

Overall, co-curricular activities are integral to developing a well-rounded engineering student who is not only technically proficient but also equipped with essential life skills.

Annexure 7

Academic Session: 2024 – 25

Model for restructuring of contact hours under existing circumstances

1. **Head of Department:** Head of the Department is supposed to engage in both academic and administrative activities related to the department. The teaching contact hours of HoD is to be kept @ 12 Hours (2 theory and one practical) a Week irrespective of the designation, i.e., Assistant Professor or Associate Professor.
2. **Faculty Members:** Faculty member be assigned 2 theory and 2 practical subjects (Associate Professor 2 Theory & one Lab) in each semester. Apart from this a faculty member is supposed to plan, and offer at least one Career Oriented Skill Development course (COSD). In case of tutorial associated with a subject assigned to a faculty, he/she may be given only one lab.
3. **Assistant Teaching Associate:** Befitting to the intentions of Quality Improvement Scheme, an Assistant Teaching Associate, wherever exist, be assigned only one theory subject and one practical subject in a semester. He / She should be assigned additional responsibility of
    - Monitoring of training, seminar, and project work.
    - Consolidation of CO – PO – PSO attainment,
    - Academic audit (internal and external) work
    - Monitoring of MOOCs and all other skill enhance initiatives.
    - Development of learning resource like chapter wise modules, video lectures etc.
    - Preparing Question Bank based upon revised Bloom's Taxonomy for all the subjects, their periodical reviewing and updating
    - Preparing departmental progress reports
    - Providing all necessary data to website in-charge for updating the web page related to the department
    - Maintaining the files related to all academic activities

In case there is no ATA, visiting faculty should be assigned such responsibilities.