

Criteria wise Evaluation Guidelines and
Document Verification during NBA team
visit
(Tier – II Institution)

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Criteria wise Marks

Criteria No.	Criteria	Tier – I Marks	Tier-II Marks
	Programme Level Criteria		
1	Vision, Mission and Program Educational Objectives	50	60
2	Program Curriculum and Teaching-Learning Processes	100	120
3	Program Outcomes and Course Outcomes	175	120
4	Students' Performance	100	150
5	Faculty Information and Contributions	200	200
6	Facilities and Technical Support	80	80
7	Continuous Improvement	75	50
	Institute Level Criteria		
8	First Year Academics	50	50
9	Student Support Systems	50	50
10	Governance, Institutional Support, and Financial Resources	120	120
	Total	1000	1000

Criterion 10. Governance, Institutional Support and Financial Resources

120 Marks for both Tier II and Tier I Institutions

	Tier II	Tier I
10.1. Organization, Governance and Transparency	40	55
10.2. Budget Allocation, Utilization, and Public Accounting at Institute level	30	15
10.3. Program Specific Budget Allocation, Utilization	30	30
10.4. Library and Internet	20	20
Total	120	120

Sub-Criterion 10.1 - Organization, Governance and Transparency

10.1.1 State the Vision and Mission of the Institute (5 – TII and TI)

Evaluation Guidelines:

- A. Availability of the Vision & Mission statements of the Institute (2)
- B. Appropriateness/Relevance of the Statements (3)

Exhibits/Context to be Observed/Assessed:

- A. Institute Vision and Mission statements: Availability of statements on Institute website;

Availability at Central facilities such as Library, Computer Center, Principal Chamber etc.

Availability of one set of statements in each of the departments; Availability in Institute level documents
- B. Correctness from definition perspective

10.1.2 Governing body, administrative setup, functions of various bodies, service rules procedures, recruitment and promotional policies. (10 –TII) (10.1.3 - 10 – TI)

Evaluation Guidelines:

- A. List the Governing Body Composition, senate, and all other academic and administrative bodies; their memberships, functions, and responsibilities; frequency of the meetings; participation details of external members and attendance therein (4)

A formal document that shows the composition of Governing Body and all other academic and administrative bodies, roles and responsibilities, how frequently they need to meet should be made available against which the visiting committee can review

- B. The published service rules, policies and procedures with year of publication (3)

Should be made available on the web site clearly indicating the year of publication.

- C. Minutes of the meetings and action-taken reports (3)

10.1.3 Decentralization in working and grievance redressal mechanism (10 -TII) (10.1.4 - 5 - TI)

Decentralization is the best way to make faculty and staff develop ownership.

Evaluation Guidelines:

- A. List the names of the faculty members who have been delegated powers for taking administrative decisions (1 - T11; 1 - T1)
- B. Specify the mechanism and composition of grievance redressal cell (2 - T11; 1 - T1)
- C. Action taken report as per 'B' above (7 - T11; 3 - T1)

Some case studies should be presented to demonstrate the actual implementation of grievance redressal

Exhibits/Context to be Observed/Assessed:

A., B. & C. Documentary evidence

10.1.4 Delegation of financial powers (10 -TII) (10.1.5 - 5-TI)

Evaluation Guidelines

- A. Financial powers delegated to the Principal, Heads of Departments and relevant in-charges (3 - T11; 2 - T1)

The circular from the appropriate authority clearly indicating the delegation of powers is to be made available.

- B. Demonstrate the utilization of financial powers for each of the assessment years (7 -T11; 3 - T1)

Financial power would mean the ability to make payments directly to the vendor through cheques, or direct instruction to the accounts officer to make the payment without additional endorsements. The Department should be able to demonstrate this through documentary evidence.

10.1.4 Delegation of financial powers (10 -TII) (10.1.5, 5-TI)

Exhibits/Context to be Observed/Assessed:

- A. Circulars notifying financial powers
- B. Documentary evidence to exhibit utilization at each level during assessment years

10.1.5 Transparency and availability of correct/unambiguous information in public domain (5 – TII)

(10.1.6 - 5-TI)

Evaluation Guidelines:

A. Information on the policies, rules, processes is to be made available on the web site (2)

B. Dissemination of the information to students, faculty and staff (3)

Exhibits/Context to be Observed/Assessed:

A. & B. Website and Documentary evidence

Sub-Criterion 10.2 Budget Allocation, Utilization, and Public Accounting at Institute level

(30 Marks – TII & 15 Marks – T1)

10.2.1. Adequacy of Budget allocation (10 – TII & 5 – T1)

Evaluation Guidelines:

- A. Quantum of budget allocation for three years (5 – TII & 3 – TI)
- B. Justification of budget allocated for three years (5 – TII & 2 – TI)

Exhibits/Context to be Observed/Assessed:

- A. Budget formulation, finalization and approval process

Document indicating the budget proposal made by the HODs to the Principal, and the document indicating the final allocation of budget by the Principal to the Departments

- B. Requirement – allocation –adequacy – justification thereof

The budget should not include inappropriate provisions for some items.

Large items should have justifications

10.2.2 Utilization of allocated funds (15 – TII & 5 – T1)

Evaluation Guidelines:

- A. Budget utilization for three years (15 – TII & 5 – TI)

Exhibits/Context to be Observed/Assessed:

- A. Balance sheet; effective utilization; random verification for at least two of the three assessment years.

A document presenting an analysis of the deviations in allocation and utilization, if any, should be presented.

10.2.3 Availability of the audited statements on the institute's website (5 – TII & 5 – T1)

Evaluation Guidelines:

- A. Availability of Audited statements on the website (5 – TII & 5 – T1)

Exhibits/Context to be Observed/Assessed:

- A. Website

10.3.1 Adequacy of budget allocation (10)

Evaluation Guidelines:

- A. Quantum of budget allocation for three years (5)
- B. Justification of budget allocated for three years (5)

The HOD should formally prepare the program specific budget proposal to the Principal/ Management. A formal response from the Management on the actual sanction of the budget to the Program should be recorded.

10.3.1 Adequacy of budget allocation (10)

Exhibits/Context to be Observed/Assessed:

- A. Budget formulation, finalization and approval process
- B. Requirement – allocation –adequacy – justification thereof

To be evaluated in consultation with the Program Experts

10.3.2 Utilization of allocated funds (20)

Evaluation Guidelines:

A. Budget utilization for three years (20)

Exhibits/Context to be Observed/Assessed:

A. Balance sheet; effective utilization; random verification for at least two of the three assessment years

A document presenting an analysis of the deviations in allocation and utilization, if any, should be presented.

To be evaluated in consultation with the Program Experts

Sub-Criterion 10.4 Library and Internet (20 – TII & T1)

10.4.1 Quality of learning resources (hard/soft) (10)

Evaluation Guidelines:

- A. Availability of relevant learning resources including e-resources and Digital Library (7)
- B. Accessibility to students (3)

Exhibits/Context to be Observed/Assessed:

- Availability; Adequacy; Effectiveness

Also to be verified during interactions with the faculty and students



10.4.2 Internet (10)

Evaluation Guidelines:

- A. Available bandwidth (4)
- B. Wi Fi availability (2)
- C. Internet access in labs, classrooms, library and offices of all Departments (2)
- D. Security mechanism (2)

The document on security mechanism should clearly indicate the hierarchy of decision making and responding to the needs of users, the fire walls, the web sites that are blocked, and the periodic and contingency review.

Exhibits/Context to be Observed/Assessed:

- Availability as per AICTE norms; Adequacy; Effectiveness

Also to be verified during interactions with the faculty and students

Some Important points to be noted

Good Engineer

Characteristics of a good engineer considered important by the industries

- Have sound knowledge of engineering sciences and technologies.
- Ability to solve well defined and ill-defined problems.
- Have awareness of customers' needs and market trends.
- Have an interest and awareness in all facets of engineering activities
- Ability to work in a team.
- Ability to document, plan and communicate effectively.
- Willingness and ability to learn on the job.

Things Teachers Can Do

- Discuss with colleagues and write the context and overview of the courses you teach.
- Rewrite, if necessary, Course Outcomes (for the course whose syllabus is given by the University) that address a selected subset of POs in collaboration with your colleagues.
- Design the courses in the framework of ADDIE and document the same.
- Design good item banks with proper tagging for all the courses you teach, with inputs from the Internet and colleagues. Share them with the Department.
- Do not limit yourself to lecturing (one-way communication).
- Select an instructional approach, from the approaches presented in NATE or from others you explored, of your preference for each CO/Competency. Give reasons for your choice. Generate the instructional material in the form that can be shared.
- Make effort in making the students engage with the new knowledge and skills they are expected to attain.
- Keep learning about teaching, learning and the Brain.

Teachers and Students

- Teachers should keep reminding themselves that they exist because of students.
- Students can be challenges but not adversaries.
- Teachers need to work with students they have, and cannot expect to have ideal students
- Requirements of students are many in addition to learning as per the curriculum, because of the age group they are in.

Appeal to the Teachers

- Write good course outcomes.
- Design your courses collaboratively in the ADDIE framework.
- Design good assessments and keep building Item Banks of your courses.
- Try to implement as many Merrill's principles of Learning as possible.
- Always remember your goal is to train your students as good engineers and ensure good placements.

Accreditation

- Accreditation is a process of quality assurance and improvement, whereby a program in an approved Institution is critically appraised to verify that the Institution or the program continues to meet and/or exceed the Norms and Standards prescribed by the regulator from time to time.
- It is a kind of recognition which indicates that a program or Institution fulfils certain standards and its role as a responsible social institution.
- NBA accreditation process provides a framework for designing and conducting engineering programs.
- Every teacher needs to participate in the accreditation process

All the sources used for presentation are duly acknowledged

Thanks