Instruction for the Program (Remove this page and the footer texts while preparing the SAR)

Guidelines for preparing the SAR

The completed SAR should describe how the institution and the program comply with the regulations and requirements as stipulated in the relevant act/statute and with the benchmark of the BAETE in each of the criteria.

The following points should be noted while preparing the SAR.

1. The data and the information provided in the SAR should be adequate and should be supplemented by comments and discussions that will allow the evaluation team to perform a preliminary evaluation of the program based on the SAR.
2. For any criteria and sub-criteria, the SAR should generally address the following three questions. Data, examples of cases and other supporting information should be included in the SAR to justify the assertions. The challenges faced and the way in which these were overcome during enactment, implementation and improvement of each policy and process should also be described.
    a. Is there a policy/process in place?
    b. If 'yes', is the policy/process in practice?
    c. Does any improvement mechanism exist for the policy/process?
3. The SAR should proactively and unambiguously identify the deviation from the act/statute where and when one exists.

Supplemental Documents

The following documents must be provided in the Annexure.

1. Latest copy of the prospectus and a copy of the institution's latest academic calendar.
2. Copy of the letter of approval to establish the institution from the appropriate authority.
3. Copy of the letter of approval to establish the program from the appropriate authority.
4. Copy of statutes/academic ordinances.

All other documents requested in the SAR template shall have to be provided as Annexure(s). The SAR and the Annexure should be printed on both sides of A4 size paper arranged in two volumes (Volume 1: The SAR; Volume 2: Annexures). The SAR (Volume 1) should not exceed 200 pages. A soft copy should be given with each volume contained in one file.

Board of **A**ccreditation for **E**ngineering and **T**echnical **E**ducation (BAETE)

Self-assessment Report (SAR) for Accreditation (Volume 1)

of the

Program Name

Institute Name

Location

Month, Year

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TABLE OF ANNEXURES

GENERAL INFORMATION

1. Program title _____
   Abbreviation _____
2. Department name _____
   Institution name _____
3. Ownership status Public Private Other
4. Full postal address of institution_____
   _____
5 Tel. No. _____
6. Fax No. _____
7. E-mail _____
8. Website/URL _____
9. University affiliation (if applicable) _____
   _____
10. Year the university was established _____
11. Year the program began _____
12. Information about last accreditation
    Applying for the first time? Yes No
    Was granted accreditation for .....years in 20.....
    Applied in 20..... but was not accredited/deferred

CONTACT INFORMATION

Name _____
Mailing Address _____
Telephone _____
Fax _____
Email _____

ELIGIBILITY FOR ACCREDITATION

Answer the following questions:

1. Is the institution approved by an appropriate authority?
Yes _____ No _____
If yes, state the name of the approving authority and attach a copy of the approval letter.

2. Is the program seeking accreditation approved by an appropriate authority?
Yes _____ No _____
If yes, state the name of the approving authority and attach a copy of the approval letter.

3. Is the stipulated duration of the program for a full-time student four years?
Yes _____ No _____

4. Does admission to the program require a minimum of twelve years of schooling?
Yes _____ No _____

5. Does the program follow an outcome-based education approach?
Yes _____ No _____

6. Is a minimum of 130 credit hours (as per clause 2.1 of the BAETE accreditation manual) required to graduate from the program?
Yes _____ No _____

7. Do statutory bodies (e.g., Syndicate, Academic Council, Finance Committee, Disciplinary Committee, Faculty Recruitment Committee) exist, and are they functional?
Yes _____ No _____

8. Does the department offering the program have an adequate number of full-time faculty members, including senior faculty members, with relevant academic specializations?
Yes _____ No _____

9. Does the institution have adequate lab facilities for the program?
Yes _____ No _____

A program will be considered for accreditation only if the answers to all nine questions above are positive. The application will not be accepted if the answer to any of the nine questions is negative.

Proceed with the application only if there is no negative response to any of the above nine questions.

FOR RENEWAL OF ACCREDITATION ONLY

Addressing deficiencies, weaknesses and concerns identified during the most recent accreditation evaluation(s) (not applicable for new accreditation applications)

List the (i) deficiencies, (ii) weaknesses and (iii) concerns identified during the most recent accreditation assessment(s). Mention the remedial actions taken and the improvements made for each item and provide copies of documents that support the assertions.

	Statement	Remedial actions taken	Improvements made
Deficiencies			
Weaknesses			
Concerns			

Please attach a copy of the most recent accreditation certificate and the final statement received from the BAETE in the Appendix.

Criterion I: Organization and Governance

I.I Background Information

Describe in no more than 300 words the historical background of the institution and the program under evaluation.

I.2 Compliance with relevant acts and statutes

Provide answers to the following:

Issue	Approving authority
The institution is approved by	
The program is approved by	
The curriculum of the program is approved by	

*Copy of each approval document must be provided in the Annexure.

I.3 Organizational structure

Provide the up-to-date organogram of the institution.

I.4 Statutory positions and bodies of the institution

I.4.I Appointment of Vice Chancellor, Pro-Vice Chancellor and Treasurer

State the process for appointing the following office bearers:

Appointment of	Appointing/ approving authority	Date and period of appointment	Reference to clause/section/article of Act/ Statute/Rule*
Vice Chancellor			
Pro-Vice Chancellor			
Treasurer			

*Refer to any other published documents other than acts/statutes/rules if necessary.

I.4.2 Formation and function of the statutory bodies

For each syndicate, the academic council, the finance committee, the faculty selection committee, the disciplinary committee and any other statutory committee, state the assigned responsibility (as per act/ordinance/statutes) of the committee. Prepare a table as follows for each committee.

Name and affiliation of member	Membership capacity	From – to

Comment briefly on the alignment of the actual activities of each committee with the assigned responsibilities.

List the dates of the meeting(s) of each of the statutory bodies during the last calendar year. Attach a copy of the most recent meeting notice of each committee in the Annexure.

I.4.3 Formation and function of the management committees

Institutions often form committees in addition to statutory bodies for the smoother running of academic and administrative activities. For each such committee, state the assigned responsibility of the committee. Prepare a table as follows for each committee.

Name and affiliation of member	Membership capacity	From – to

Comment briefly on the alignment of the actual activities of each committee with the assigned responsibilities.

List the dates of the meeting(s) of each management committee during the last calendar year. Attach a copy of the most recent meeting notice of each committee in the Annexure.

I.5 Existence of and adherence to policies

I.5.I Documented policies

Provide copies of the statutes, the ordinances and any other relevant policies such as service rules, academic rules, codes of conduct, disciplinary rules, recruitment and promotion policies, salary structure, leave rules, and scholarship and financial aid policies for students and employees. Describe how each of these policies is disseminated to the stakeholders.

I.5.2 Adherence to policies

Describe briefly the extent to which the policies are adhered to when making academic and administrative decisions. Additionally, list the frequency of exception requests and the cases in which exceptions are made. The process for making exceptions, if any exists, should be outlined.

Discuss how the effectiveness of the policies is evaluated and the processes that are followed to update a policy. Give relevant examples, where applicable, to justify assertions.

I.6 Grievance redress system

Present documents that pertain to the existence of a grievance redress mechanism, if any, for students and employees. Briefly discuss to what extent the system has been used in reality. Give examples to justify the assertions.

1.7 Convocation

List the dates of convocations and the number of students who have received a degree over the last three calendar years.

Date of convocation (dd/mm/yyyy)	Total no. of students who have received the degree	No. of students in the program under evaluation who have received a degree

Criterion 2: Financial and Physical Resources

2.1 Finance and budget

2.1.1 Assets commensurate with revenue

Please complete the following table for the last three calendar years.

Information	Year 1	Year 2	Year 3
Total income (BDT)			
Total capital investment (BDT)			
Total operational expenditure (BDT)			
Total asset (BDT)			

2.1.2 Adequacy of budget

State the amount budgeted and the actual expenditure in BDT and percentage of the total amount for the following sectors for each of the last three calendar years. In case of shared budgetary allocation and expenditure, please indicate the following.

- Salary of the faculty members of the institution and of the program under evaluation
- Salary of the non-teaching staff of the institution and of the program under evaluation
- Laboratories of the institution and the program under evaluation
- Physical infrastructure (space, furniture, air conditioners)
- IT
- Maintenance
- Medical center
- Co-curricular and extra-curricular activities
- Library

Briefly discuss whether the budgeted amounts are adequate for the proper running of the program under evaluation. If they are not, indicate the sectors where inadequacy exists. Identify what measures are being taken to address the inadequacies.

2.1.3 Appropriateness of budgetary allocation

Describe the budgetary planning process, the identification of priority areas and resource allocation. Additionally, describe the general process of preparing and approving the budget, including feedback from the stakeholders.

2.2 Scholarships and financial aid for students

State the total amount in BDT given to students of the institution as well as the students of the program under consideration such as scholarships and financial aid during each of the last three academic years. Express the amount as a percentage of the institution's total income.

2.3 Accommodations for male and female students

State whether the institution provides accommodations for students. If so, give the total number of students using institutional accommodation and provide a gender breakdown for each semester during the last three calendar years.

2.4 Safety measures: infrastructure, practices, training and compliance

Provide details for the following including compliance with regulatory requirements where applicable.

- Firefighting policy, facility and rehearsal
- Emergency evacuation and assembly plan and rehearsal
- Campus safety and security measures in place
- Disabled access and mobility

2.5 Safety and health measures in the laboratories

Describe the safety rules, procedures and practices that are in place in each of the laboratories used by the program. Describe what provisions exist in each laboratory in case of accidents and health hazard conditions.

2.6 Sports and recreational facilities

Provide details of the institution's outdoor games and sports facilities.
Provide details of the institution's indoor games and recreational facilities.
Provide details of student clubs and their activities.

2.7 Placement center

State the designated activities and functions of the placement center if such a center exists. Additionally, provide the organogram of the center and state the name and designation of each staff member along with his or her qualifications.

Criterion 3: Faculty

3.1 Number of full-time faculty members

Provide a list of full-time faculty members teaching in the program for each semester of the last three academic years, as per the following table. State whether the program has a sufficient number of qualified faculty members with relevant areas of specialization to teach all the courses offered for the program.

Name	Designation	Area of specialization	Highest academic degree	Years of experiences		Date of joining this institution	Total weekly teaching load (in hours)
				Teaching	Industrial (if any)		

Additionally, provide detailed curriculum vitae for each faculty member, including a complete list of publications, in the Annexure. The format of the faculty curriculum vitae is given in Appendix-A of this template.

3.2 Number of part-time faculty members

Provide a list of part-time faculty members teaching in the program for each semester during the last three academic years, as per the following table.

Name	Designation	Area of specialization	Highest academic degree	Years of experiences		Date of joining this institution	Total weekly teaching load (in hours)
				Teaching	Industrial (if any)		

Additionally, provide detailed curriculum vitae in the Annexure for each faculty member, including a list of publications. The format of the faculty curriculum vitae is given in Appendix-A of this template.

3.3 Class size

State the minimum class size, the maximum class size and the average class size of all the courses/sections offered by the program for each of the semesters during the last three academic years. State whether the class size is suitable for conducting teaching-learning and assessment

activities to achieve all the course outcomes. In the Annexure, provide a list of all the courses offered by the program, including the class size and the name of the instructor, for each semester during the last three academic years.

3.4 Student-teacher ratio

Calculate the student-teacher ratio of the program for each semester during the last three academic years. Describe in detail the calculation procedure and justify the appropriateness of the adopted calculation model. State whether the student-teacher ratio is suitable for conducting the teaching-learning and assessment activities to achieve all the course outcomes and for adequate interactions between teachers and students outside of class.

3.5 Involvement of faculty members in research, development and professional activities

Complete the following table for full-time faculty members in the current semester.

Name	Designation	No. of journal/conference papers published in the last three years	No. of consulting positions during the last three years	List of professional society activities in the last one year

3.6 Role of faculty members in coordinating and improving the courses

Describe in detail the role of the faculty members in establishing course outcomes, selecting appropriate pedagogical and assessment tools, updating course content, and making decisions regarding quality improvements to the program.

Attach copies of the minutes of relevant meetings held during the last three academic years in the Appendix in support of this assertion.

3.7 Training of faculty members on outcome-based education

List all the training events organized for department faculty members during the last three calendar years in establishing appropriate course outcomes, conducting effective teaching-learning activities, conducting suitable assessments, and measuring outcome achievement as per the following table.

Date	Title of the training event	Number of attendees from the relevant department	Remarks

Provide a copy of the notice for each event and the list of attendees in the Annexure.

Criterion 4: Students

4.1 Existence of and adherence to a well-formulated admission policy, including admission criteria

Describe in detail the admission policy and process to admit new students into the program (attach published brochures/guidelines, website address). Discuss if any exceptions are made to the admission policy in admitting students.

State any preferences/priorities in admissions/quotas. Provide the number of students admitted into the program for each semester/term of the last three academic years in tabular form.

Academic year	Calendar span (from-to)	Semester/ Term I	Semester/Term II (if applicable)	Semester/Term III (if applicable)
Most recent				
Most recent minus 1				
Most recent minus 2				

4.2 Policy for transfer students

Describe the policy and process for accepting the transfer students into the program and provide details (attach published brochures/guidelines, website address). Mention the process of determining the equivalence of transfer credits.

Provide information on the transfer of students as per the following table for the last three academic years.

Name and ID of the student	Year and Semester /Term of transfer	Number of transferred credits	Name and location of the institution and name of the program from where transferred credits were earned

4.3 Continuous monitoring and feedback of student's academic performance

Describe the process of monitoring and providing continuous feedback to students regarding their academic performance and outcome achievement. Describe measures that are in place to help academically weaker students.

4.4 Advising and counseling

Describe the process of providing academic advising to the students. If each student is assigned a faculty member as a designated advisor, provide advisor information for the three most recent semesters/terms, as per the following table.

Name of the faculty member	Designation	No. of advisees assigned

Discuss the nature of the advising activities with examples. State whether the advisors maintain advising files or any other records of advising.

Describe in detail whether the department/institution provides professional counseling support to students in need.

4.5 Extra- and co-curricular activities

State the policy of the institution/department, if any exists, regarding students' extra- and co-curricular activities. State how these activities are encouraged/supported institutionally. List students in the program who have participated in student activities at the institutional level or higher in the past three academic years. Additionally, list notable achievements involving students from the program, if any.

Criterion 5: Academic Facilities and Technical Support

5.I Library

5.I.I Space and hours of operation

State the total space allocated for the library and the number of students served by the library. State the library's operating hours.

5.I.2 Library resources (books, technical journals, proceedings)

Provide information on books, journals, proceedings and other resources in the following table

Category	No. of titles	No. of copies (if applicable)
Books (hard copy)		
Books (electronic)		NA
Journals (hard copy)		
Journals (electronic)		NA
Proceedings (hard copy)		
Proceedings (electronic)		NA
Others		

5.1.3 Modernization of the library

Describe how IT and other modern technologies have influenced the use, operation and record-keeping of the library for both users and library officials.

5.2 Classrooms

Provide a statement on the number, usage and facilities of classrooms available to the program. Justify whether these resources are adequate for the program.

5.3 Laboratories and equipment

5.3.1 Laboratories for all relevant courses of the curriculum

List all the laboratory courses and the corresponding name and location of the laboratory where the classes are conducted. Prepare a table for each semester of the last academic year.

Serial number	Course no. and name	Laboratory name	Location of the lab (campus/building/floor/room #)

5.3.2 Availability of equipment

For each laboratory, prepare a table of as per the following table.

Name of the laboratory:

Serial number	Name of the equipment	Quantity	Date and cost of purchase	Present condition

5.4 Full-time technical support staff for laboratories (technician/instructor and assistant)

For each laboratory, list the full-time technical personnel as per the following table.

Name of laboratory	Name of person	Designation	Qualification (education, training)	Experience (years)

5.5 Improvements of laboratory facilities

Describe the improvements that have been made in the laboratories for the program during the last three academic years. Describe the plans currently under consideration for laboratory improvement.

5.6 Internet and computing facilities

List the Internet facilities available for students and faculty members. Required information includes total bandwidth, number of computers with Internet connections, daily hours that the services are available and areas covered by Wi-Fi.

List the number of laboratories, including the number of computers that are accessible to students outside of class/lab times. Identify the types of uses that are available to students. Computers in the library or in any other common place may be considered if such facilities are available.

Criterion 6: Curriculum and Teaching-Learning Processes

6.1 Curriculum

6.1.1 Minimum credit hours

State the minimum number of credit hours required to earn the degree under the program. Express the number in contact hours, explaining the calculation method used. Convert the program's credit hours as per the conversion rules stated in Section 2.1 of the BAETE accreditation manual.

6.1.2 Course content

Complete the following table that describes the category of each course, e.g., mathematics, basic science, language, humanities and social sciences, non-engineering skills, engineering, design project, others. Note that humanities and social sciences courses are non-skill courses. Non-engineering skill courses, such as accounting, should not be categorized as humanities courses. Additionally, indicate for each course whether it is a program requirement or an elective.

Course no.	Course title	Credit hours	Contact hours per semester /term	Category	Required/elective

Also submit the detailed content of each course offered by the program, including credit hours, contact hours, prerequisites and a list of the textbooks and reference books in the Annexure. The format of the detailed course content is given in Appendix-B of this template.

6.1.3 Program-specific criteria

Provide a breakdown of the structure of the curriculum detailing the credits assigned in each category(as mentioned in Section 6.1.2). Describe how the curriculum meets the requirements of the relevant program-specific criteria.

6.1.4 Flow chart

Submit a semester-by-semester flow chart or worksheet that depicts the prerequisite structure of the required courses of the program in the Appendix.

6.1.5 List of offered courses

Submit the program's course offering list for each semester of the last three academic years in the Annexure.

6.1.6 Course files

The department should maintain a course file for each course offered by the department for the program in each semester of the last three academic years. If a lab is integrated with theory in any course, separate course files should be prepared for the theory and the lab parts of the course.

The course files shall be made available during the on-site visit for perusal by the members of the evaluation team. The course file must contain at least the following items.

- Lecture plan detailing prerequisites, course outcomes and content, text and reference books, assessment tools for each course outcome, and grading policy
- Questions and three representative examples of answer scripts (one excellent, one average, one marginal pass) for each exam, class test and quiz (for theory courses)
- Lab sheet and three representative examples of lab reports (for lab courses)
- Assessment criteria or rubrics for assignments/projects/lab activities. Three representative examples for each assignment/project/lab activity report
- Final tabulation sheet including grade assigned to each student
- Assessment of outcome achievement for each course outcome

6.2 Laboratory activities

State how the program gives importance to hands-on lab activities incorporating higher order learning as per a learning taxonomy.

Provide the list of experiments, including open-ended experiments, conducted in each lab course. Additionally, list the projects/assignments given in each lab course. Provide information for each semester of the last three academic years.

6.3 Final-year design project

Describe the process followed in conducting the final-year design projects. Describe how the experience in the final-year design project is based on the knowledge and skills acquired in earlier coursework and incorporates appropriate engineering standards and multiple design constraints.

Provide a list of the titles of final-year design projects completed in each semester of the last three academic years, as per the following table.

Design project title	Name(s) of the supervisor(s)	Names of the group members

The original final reports should be made available during the on-site visit for perusal by the members of the evaluation team.

In case the program demonstrates culmination of POs through any method other than the Final-year design project, describe the method in detail highlighting how the method used is based on the knowledge and skills acquired in earlier coursework and how it incorporates appropriate engineering standards and multiple design constraints.

6.4 Teaching-learning and assessment activities

Describe the process used to select appropriate teaching-learning activities in different courses. Highlight the interactive/non-traditional activities adopted in different courses, noting the course and the activity.

Describe the process used to select appropriate assessment tools in different courses. Highlight the tools that are used for assessing skills and attitudes.

6.5 Academic calendar

Provide the published academic calendar for each semester of the last three academic years. State whether the semester actually progressed according to the calendar. If not, indicate the deviations in each semester.

Criterion 7: Program Educational Objectives (PEOs)

7.I Mission and Vision

- State the institution's vision and mission
- State the vision and mission of the department/faculty/school offering the program

7.2 Program Educational Objectives (PEOs): Statements and their mapping with the institutional/departmental mission

State the Program Educational Objectives (PEOs) and show their alignment with the institutional/departmental mission, as per the following table.

PEO No.	PEO statement	Institutional/departmental mission statements				
		Mission statement 1	Mission statement 2	…	…	Mission statement n
1						
2						
.						
.						

7.3 Process for PEO establishment measurement and review

7.3.1 PEO establishment

Describe the process of establishing the PEOs. Provide evidence and documents.

7.3.2 PEO measurement and review

Describe the process of measuring the attainment of each PEO including rubrics. Provide evidence and documents. Describe the process of periodic review of each PEO. Provide evidence and documents.

Criterion 8: Program Outcomes (POs) and Assessment

8.1 Program outcome (PO) statements and their mapping with the PEOs

State the program outcomes (POs) and show their alignment with PEOs as per the following table.

PO No.	PO statement	PEO 1	PEO 2	…	…	…
a						
b						
c						
d						
.						
.						

Indicate the correlation using either binary levels (yes/no) or ternary levels (high/low/none). Leave the cell blank if there is no correlation (no/none).

8.2 Course outcomes (COs)

8.2.I Statements of COs

State the COs for each core course offered by the program, which are used to demonstrate attainment of POs, as per the following table.

CO No.	CO statement	Corresponding PO No.	Domain/level of learning taxonomy	Delivery methods and activities	Assessment tools

The COs of all other courses offered by the program, listed by department, along with the corresponding domain/level of learning taxonomy, delivery methods and activities and assessment tools, should be provided in the Annexure.

8.2.2 Relationship between COs and POs

For each course included in the table of Section 8.2.1, present a map of COs and POs, as per the following table. Alternatively, the following information may be presented graphically.

Course No. and title	CO No.	PO-a	PO-b	…	…	…	…

Indicate the correlation using either binary levels (yes/no) or ternary levels (high/low/none). Leave the cell blank if there is no correlation (no/none).

8.3 Knowledge Profile, Complex Engineering Problems and Complex Engineering Activities

Demonstrate, through mapping, how each attribute of the Knowledge Profile (K1 – K8) is addressed in the curriculum. Additionally, demonstrate how each attribute of the Range of Complex Engineering Problems (P1 – P7) and Complex Engineering Activities (A1 – A5) is incorporated in the teaching, learning and assessment.

8.4 Assessment of COs

Describe how the attainment of COs is assessed in each course, including the rubrics, where applicable. The assessment processes, attainment criteria and scale, and expected level of attainment should be clearly stated. Present a summarized assessment of the COs of the courses

listed in the table of Section 8.2.2. Evidence of CO assessments for the other courses offered by the department for the program in each semester of the last calendar year should be included in the Annexure.

8.5 Attainment of POs required by the BAETE

8.5.1 Attainment of PO(a):

Describe how the attainment of PO(a) is assessed and evaluated. State and justify the methods, tools, criteria and scale used in the assessment process. State the expected level of attainment. State how Knowledge Profile attributes (K1 – K4) are incorporated in PO(a). Identify which of the attributes of the Range of Complex Engineering Problems (P1 – P7) are addressed through the attainment of PO(a) and provide evidence to support the assertion. Present a summary of the results obtained after the assessment and analysis to demonstrate the extent to which PO(a) is being attained.

8.5.2 Attainment of PO(b):

Describe how the attainment of PO(b) is assessed and evaluated. State and justify the methods, tools, criteria and scale used in the assessment process. State the expected level of attainment. State how Knowledge Profile attributes (K1 – K4) are incorporated in PO(b). Identify which of the attributes of the Range of Complex Engineering Problems (P1 – P7) are addressed through the attainment of PO(b) and provide evidence to support the assertion. Present a summary of the results obtained after the assessment and analysis to demonstrate the extent to which PO(b) is being attained.

8.5.3 Attainment of PO(c):

Describe how the attainment of PO(c) is assessed and evaluated. State and justify the methods, tools, criteria and scale used in the assessment process. State the expected level of attainment. State how Knowledge Profile attribute K5 is incorporated in PO(c). Identify which of the attributes of the Range of Complex Engineering Problems (P1 – P7) are addressed through the attainment of PO(c) and provide evidence to support the assertion. Present a summary of the results obtained after the assessment and analysis to demonstrate the extent to which PO(c) is being attained.

8.5.4 Attainment of PO(d):

Describe how the attainment of PO(d) is assessed and evaluated. State and justify the methods, tools, criteria and scale used in the assessment process. State the expected level of attainment. State how Knowledge Profile attribute K8 is incorporated in PO(d).

Identify which of the attributes of the Range of Complex Engineering Problems (P1 – P7) are addressed through the attainment of PO(d) and provide evidence to support the assertion. Present a summary of the results obtained after the assessment and analysis to demonstrate the extent to which PO(d) is being attained.

8.5.5 Attainment of PO(e):

Describe how the attainment of PO(e) is assessed and evaluated. State and justify the methods, tools, criteria and scale used in the assessment process. State the expected level of attainment. State how Knowledge Profile attribute K6 is incorporated in PO(e). Identify which of the attributes of the Range of Complex Engineering Problems (P1 – P7) are addressed through the attainment of PO(e) and provide evidence to support the assertion. Present a summary of the results obtained after the assessment and analysis to demonstrate the extent to which PO(e) is being attained.

8.5.6 Attainment of PO(f):

Describe how the attainment of PO(f) is assessed and evaluated. State and justify the methods, tools, criteria and scale used in the assessment process. State the expected level of attainment. State how Knowledge Profile attribute K7 is incorporated in PO(f). Identify which of the attributes of the Range of Complex Engineering Problems (P1 – P7) are addressed through the attainment of PO(f) and provide evidence to support the assertion. Present a summary of the results obtained after the assessment and analysis to demonstrate the extent to which PO(f) is being attained.

8.5.7 Attainment of PO(g):

Describe how the attainment of PO(g) is assessed and evaluated. State and justify the methods, tools, criteria and scale used in the assessment process. State the expected level of attainment. State how Knowledge Profile attribute K7 is incorporated in PO(g). Identify which of the attributes of the Range of Complex Engineering Problems (P1 – P7) are addressed through the attainment of PO(g) and provide evidence to support the assertion.Present a summary of the results obtained after the assessment and analysis to demonstrate the extent to which PO(g) is being attained.

8.5.8 Attainment of PO(h):

Describe how the attainment of PO(h) is assessed and evaluated. State and justify the methods, tools, criteria and scale used in the assessment process. State the expected level of attainment. State how Knowledge Profile attribute K7 is incorporated in PO(h.) Present a summary of the results obtained after the assessment and analysis to demonstrate the extent to which PO(h) is being attained.

8.5.9 Attainment of PO(i):

Describe how the attainment of PO(i) is assessed and evaluated. State and justify the methods, tools, criteria and scale used in the assessment process. Identify the expected level of attainment. Present a summary of the results obtained after the assessment and analysis to demonstrate the extent to which PO(i) is being attained.

8.5.10 Attainment of PO(j):

Describe how the attainment of PO(j) is assessed and evaluated. State and justify the methods, tools, criteria and scale used in the assessment process. State the expected level of attainment.

Identify which of the attributes of the Range of Complex Engineering Activities (A1 – A5) are addressed through the attainment of PO(j) and provide evidence to support the assertion. Present a summary of the results obtained after the assessment and analysis to demonstrate the extent to which PO(j) is being attained.

8.5.11 Attainment of PO(k):

Describe how the attainment of PO(k) is assessed and evaluated. State and justify the methods, tools, criteria and scale used in the assessment process. State the expected level of attainment. Present a summary of the results obtained after the assessment and analysis to demonstrate the extent to which PO(k) is being attained.

8.5.12 Attainment of PO(l):

Describe how the attainment of PO(l) is assessed and evaluated. State and justify the methods, tools, criteria and scale used in the assessment process. State the expected level of attainment. Present a summary of the results obtained after the assessment and analysis to demonstrate the extent to which PO(l) is being attained.

8.6 Achievement of additional POs

Describe how the attainment of each additional PO (if any) is assessed and evaluated. State and justify the methods, tools, criteria and scale used in the assessment process. State the expected level of attainment for each of the additional POs. Present a summary of the results obtained after the assessment and analysis to demonstrate the extent to which each additional PO is being attained.

Criterion 9: Continuous Quality Improvement (CQI)

9.1 Feedback from students

9.1.1 Student evaluation of courses

State whether students evaluate every course/instructor at the end of the semester. If yes, provide a sample student evaluation form in the Annexure.

9.1.2 Student survey

State whether the department/institution conducts a periodic survey of the students to assess the level of outcome achievements. If yes, provide the survey form in the Annexure.

9.2 Feedback from course instructors

State whether course instructors evaluate every course offered by department for the program at the end of the semester. If yes, provide a sample instructor evaluation form in the Annexure.

9.3 Feedback from external stakeholders

9.3.1 Feedback from alumni

State how the department collects feedback from alumni regarding PEO and PO achievements. Provide supporting documents (survey results, meeting minutes).

9.3.2 Feedback from employers

State how the department collects feedback from employers regarding PEO and PO achievements. Provide supporting documents (survey results, meeting minutes).

9.4 CQI loops

9.4.1 CQI Loop for PEO

Describe the CQI processes for PEOs. In particular, discuss how the results of the evaluation and feedback from various stakeholders are systematically utilized to continuously improve the PEOs.

The feedback loop should be shown either pictorially as in a flow diagram or in tabular form. State any significant, justifiable future improvement plan that has been devised based on the present evaluation results.

Provide copies of documents (survey results, analysis reports, meeting minutes) to justify each statement.

9.4.2 CQI Loop for PO

Describe the CQI processes for POs. In particular, discuss how the results of direct and indirect assessments including feedback from various stakeholders are systematically utilized to continuously improve the PO attainments.

The loop should be shown either pictorially as in a flow diagram or in tabular form. State any significant, justifiable future improvement plan that has been devised based on the present evaluation results.

Provide copies of documents (survey results, assessment and analysis reports, meeting minutes, etc.) to justify each statement.

9.4.3 CQI Loop for CO and Curriculum

Describe the CQI processes for COs in courses and curriculum. In particular, discuss how the results of assessment and feedback from various stakeholders are systematically utilized to continuously improve the COs, their attainments and the curriculum.

The CQI loop should be shown either pictorially as in a flow diagram or in tabular form. State any significant, justifiable future improvement plan that has been devised based on the present evaluation results.

Provide copies of documents (survey results, assessment and analysis reports, meeting minutes) to justify each statement.

Criterion 10: Interactions with the industry

10.1 Industrial advisory panel

List the names, designations and professional qualifications of the members of the program/department's industrial advisory panel. Submit copies of notices for the industrial advisory panel meetings and the attendee lists of meetings held over the last three academic years. The minutes of these meetings should be made available to members of the Evaluation Team during the on-site visit.

10.2 Alumni association

If an alumni association exists, provide information about its formation, membership and operating process. Additionally, provide the appropriate link to the alumni association on the web.

10.3 Participation of the industry in academic updates

Explain how industrial participation is ensured in the establishment, update and improvement of the objectives, outcomes and curriculum to ensure that these aspects remain relevant to the industry. This description should be correlated to the discussion in Section 7.3 of the SAR template.

Provide copies of documents in support of the given explanation.

10.4 Students' opportunities to gain industrial experience

10.4.1 Internships

State whether the students in the program are required to perform an industrial internship. If yes, describe the nature and the duration of the internship. Explain how student performance and outcome achievements during the internship are assessed.

Provide copies of documents that support the given explanation.

10.4.2 Final-year design project

State whether the final-year design projects are conducted with industry collaboration. If yes, provide details regarding the industry's involvement in selecting the project topic, supervising project activities and providing assessment.

Provide copies of documents that support the given explanation.
In case the program demonstrates culmination of POs through any method other than the Final-year design project, describe how the selected method incorporates industry collaboration providing details. Provide copies of documents that support the given explanation.

10.4.3 Industry visits

State whether the students in the program are required to visit companies within the industry. If yes, provide details regarding the nature of such visits. Explain how student learning and outcome achievement as a result of such visits are assessed.

Provide copies of documents that support the given explanation.

CERTIFICATE OF COMPLIANCE

By signing below, we certified that all the information given in this Self-assessment Report (SAR) for the accreditation of the _____ (Name of program) is correct to the best of our knowledge.

It is also attested that this report is prepared in compliance with the BAETE Accreditation Manual for Undergraduate Engineering Programs.

_____	_____
Name of the Head of the Department	Name of the Head of the Institution
_____	_____
Signature	Signature
_____	_____
Date	Date

VOLUME 2: Annexures

Annexure A: Faculty Curriculum Vitae

The curriculum vitae of the faculty members should be included in the Annexure as directed in sections 3.1 and 3.2 of the SAR template.

Please use the following format for preparing the curriculum vitae (maximum 2 pages) for each of the faculty members under the program.

1. Name
2. Designation
3. Educational qualification (start from highest) – degree, discipline, institution, year
4. Academic experience (most recent first) – institution, designation, period (mm/yyyy- mm/yyyy), type (full-time or part-time)
5. Non-academic experience (research, industrial) – organization, title/position, period (mm/yyyy- mm/yyyy), type (full-time or part-time)
6. Fellowship/membership of academic bodies and professional organizations
7. Honors and awards
8. List of significant publications and presentations in the five most recent years – title, names of the author(s), name of the journal/conference where published/presented, month and year of publication or presentation
9. List of Professional Consultancy and Sponsored Research activities in the five most recent years – organization, title of the consultancy/research project, amount received if any, year

Annexure B: Course Content

The detailed content of each course offered by the program should be included in the Annexure as directed in Section 6.2 of the SAR template.

Please use the following format for preparing the course syllabi of each of the program's required and elective courses.

1. Course number and title
2. Credit hours:
3. Contact hours:
4. Course Prerequisites or Co-requisites:
5. Course Instructor/coordinator:
6. Brief description of the course contents (catalog description)
7. List of Text/Reference books including title, author, edition, publisher and year

Other Annexures