Evaluation Team (ET) Report
(For Accreditation Criteria ACC-MAN-02-V3.0)

1. General Information

1.1 Institution

Name of the University	
Name of the Faculty	
Address	

1.2 Program for Accreditation

Name of the Program	
Abbreviation of the Program	
Name of the Department	
Duration of the Program	
Year of Graduation of First Batch	
Current Accreditation Expires on (if applicable)	

1.3 Response of the Program to the Preliminary Questions

Is the response of the program to Q1 to Q8 is affirmative	yes	no
List of the negative responses to the preliminary questions (if any)		
In case of any negative reply Q1 to Q6 or Q8, accreditation evaluation is not necessary. Registrar, BAETE is to be contacted		

1.4 Evaluation Team

Team Chairperson (name)	
Team members (name)	
Observer (if any) (name)	

1.5 Date of Evaluation

Dates of Pre-visit Meeting	
Dates of On-site Visit	

2. Criteria

Evaluation for each criterion and sub-criterion falls under one of the following four categories: compliance, concern, weakness, deficiency. Justifications should be provided for evaluation of each sub-criterion and criterion. It should be noted that no sub-criterion is assigned any weight. Each criterion is to be holistically evaluated in terms of the qualitative bench-mark requirements.

Criterion 1: Program Educational Objectives			
Sub-criteria	Findings from SAR	Findings from onsite visit	Evaluation
i. Published PEOs must be clear, concise, assessable, and realistic within the context of the available resources.			
ii. PEOs must be consistent with the vision and mission of the institution or the department offering the program.			
iii. The program must demonstrate an established system for compiling the level of attainment of PEOs, including a mechanism for tracking and obtaining feedback from graduates and their employers.			
Overall criterion 1	*(provide justification)*		

Criterion 2: Program Outcomes and Assessment				
Sub-criteria		Findings from SAR	Findings from onsite visit	Evaluation
iv.	The process involved in defining the POs must be described. POs specified by the program must be significantly equivalent to the twelve graduate attributes or POs of BAETE.			
v.	Each course must have clear quality requirements and facilitate the achievement of course outcomes (COs) through teaching-learning and assessment methods.			
vi.	The program must demonstrate the availability of the lecture plan, including COs, course content, books, grading policy, assessment tools and samples of corresponding student works, and assessment of CO attainment.			
vii.	Students' academic performance must be continuously monitored to ensure the achievement of outcomes.			
viii.	The program must demonstrate, using direct methods, that the students attain all POs by graduation.			
Overall criterion 2	*(provide justification)*			

Criterion 3: Curriculum and Teaching-Learning Processes			
Sub-criteria	Findings from SAR	Findings from onsite visit	Evaluation
i. The curriculum must satisfy the relevant program specific criteria.			
ii. The breadth and depth of the curriculum must be appropriate for solving complex engineering problems.			
iii. The curriculum must contain adequate courses on mathematics, natural sciences, computing, humanities, social sciences, and other non-engineering subjects.			
iv. Curriculum and teaching-learning processes must support the attainment of PEOs.			
v. The correlation between the course outcomes (COs) and POs must be appropriate.			
vi. How each attribute of the Knowledge Profile (WK1 – WK9) is addressed in the curriculum must be demonstrated through mapping. The program must also demonstrate how the attributes of the Range of Complex Engineering Problems (WP1 – WP7) and Complex Engineering Activities (EA1 – EA5) are incorporated into the teaching, learning, and assessment. Additionally, the program must demonstrate how various United Nations Sustainable Development Goals are considered in teaching, learning, and assessment.			
vii. The teaching-learning processes and assessment tools selected for each course must be effective and appropriate for achieving the relevant outcomes, including those pertaining to complex engineering problems and activities, if applicable.			
Overall criterion 3	*(provide justification)*		

Criterion 4: Interactions with the Industry			
Sub-criteria	Findings from SAR	Findings from onsite visit	Evaluation
i. The industry must participate in developing the curriculum to ensure that it is relevant, regularly updated, and meets the needs of the industry, particularly in areas experiencing rapid changes.			
ii. The program must provide students with the opportunity to obtain industrial experience.			
Overall criterion 4	*(provide justification)*		

Criterion 5: Continuous Quality Improvement			
Sub-criteria	Findings from SAR	Final findings	Evaluation
i. The program must have a functional quality assurance system under an institutional framework.			
ii. The program must address the concerns, weaknesses, and deficiencies the BAETE evaluation team identified in the last review.			
iii. The students receive periodic feedback on their academic performance from the course teachers.			
iv. The findings of the CQI exercises for PEOs must be evaluated, and the identified shortcomings and limitations must be used regularly to refine and improve the program.			
v. POs must be assessed on a regular cycle. The program must undertake regular appropriate review of POs, considering feedback from relevant stakeholders.			
vi. The program must evaluate the curriculum and teaching quality regularly while considering feedback from faculty members, students and other stakeholders, and use the results of these evaluations for continuous improvements.			
Overall criterion 5	*(provide justification)*		

Criterion 6: Students				
Sub-criteria		Findings from SAR	Findings from onsite visit	Evaluation
i.	The program must have and practice published policies for the admission and transfer of students into the program.			
ii.	The admission requirements must be appropriate for selecting students with the potential to achieve the program outcomes, including good grades in mathematics and natural sciences.			
iii.	Every student must be assigned an advisor. The advisor must counsel, guide, and mentor the student on all academic and professional matters.			
iv.	Students' workload must enable them to participate in extra- and co-curricular activities and the activities of relevant professional societies.			
Overall criterion 6	*(provide justification)*			

Criterion 7: Faculty				
	Sub-criteria	Findings from SAR	Findings from onsite visit	Evaluation
i.	The department must have a sufficient number of full-time faculty members to ensure that they are not overloaded with courses and that the program does not become overly dependent on part-time faculty members.			
ii.	The department must have a good blend of senior and junior faculty members with adequate academic qualifications and specializations in areas closely related to the program.			
iii.	The teacher-student ratio, class size, and teaching load must not compromise opportunities for interactions between the students and faculty members.			
iv.	Faculty members must be responsible for designing and updating the curriculum, establishing course and program outcomes, and selecting and using appropriate assessment tools for evaluating student performance in classes and the achievement of outcomes.			
v.	Faculty members must be engaged in research, development and/or professional activities.			
vi.	All the faculty members must be adequately trained to establish course outcomes, conduct teaching-learning activities that are appropriate for the outcomes and assess the level of outcome achievement.			
Overall criterion 7	*(provide justification)*			

Criterion 8: Governance, Finance and Safety			
Sub-criteria	Findings from SAR	Findings from onsite visit	Evaluation
i. The officers and statutory committees of the institution must function effectively as per their roles defined in the institutional act/statute.			
ii. The administrative and academic policies must be put into practice.			
iii. The financial resources committed to the program must be adequate for the appropriate functioning of the program, including recruiting and retaining qualified faculty members and procuring the necessary lab equipment and tools to support teaching and learning.			
iv. A safety plan must exist and be practiced to address the risk from manmade or natural hazards, including fire detection and suppression, as well as incidents and accidents in the laboratories.			
Overall criterion 8	*(provide justification)*		

Criterion 9: Academic Facilities and Technical Support			
Sub-criteria	Findings from SAR	Findings from onsite visit	Evaluation
i. The institution must have a well-stocked library with adequate books, e-books, journals, and other relevant resources for the program.			
ii. The learning environment must be adequate and conducive.			
iii. Every student must have the opportunity to work in the laboratories.			
iv. Students and faculty members must have access to adequate computing and Internet facilities, including hardware, software tools, and support.			
Overall criterion 9	*(provide justification)*		

Any additional comment(s)

3. Strengths of the Program and the Institution:

   Strength in a criterion is demonstrated when the program or the institution significantly exceeds the bench-mark requirements for that criterion. The strengths of the program and the institution may be briefly highlighted as encouragement and in recognition of good practices.

4. Requirements and Recommendations:

   The Evaluation Team should provide broad-level requirements and recommendations to assist the program to improve without being prescriptive. Details of the corrective measures to be taken should not be prescribed.

Requirements
Recommendations

5. Signatures of the Members of the Evaluation Team

	Name	Signature with Date
Team Chairperson		
Team Members		