



Outcome Based Education (OBE) Manual

The Future is
exciting



Message from the Vice Chancellor

We cannot imagine a world without education, the fruition of our whole society is now directly dependent upon the excellence of our education system and the outcome it produces, the global society as a whole has very high expectations from academic institutions that mount pressure on us to develop individuals coming into our institutions whose abilities are not just confined to academic realm but they also become leaders, change agents and hone skills that contributes in bettering the world to new expanded horizons and unparalleled growth. Our university took it as a challenge and introduced interdisciplinary pedagogy which gives opportunity to individuals to quash their thirst for knowledge and elect from combinations like Computer Science with Economics, Agriculture with Cyber Security and Technology with Music and these are just a few examples, on the other hand, one can explore from hundreds of such combinations.

Today the focus of our university is not just on offering employable degrees but to also empower the individual to live a gratifying professional life, help them live their full potential, contribute something meaningful to this world and win careers not just in India but also globally. To fulfill the demand for such skillful individuals, we have revolutionized our curriculums and introduced Outcome Based Education (OBE) framework, the major focus of the OBE is to foster graduates that have cross-sectional competence and have extra ordinary knowledge at the same time.

With the introduction of the OBE complemented framework, as teachers, we already know the outcomes and thus we can measure performance of our students, endow them with well-timed and precise feedback, endorsed with research based and scientific mechanism, reducing the chances of errors in the learning process and accomplish new breakthroughs in the paradigm of academics.

***Dr Vivek Kumar
Vice Chancellor
Quantum University***

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1. About the University

Quantum University is a state university established by the Uttarakhand State Legislature through the Quantum University Act, 2016 (Uttarakhand Act No. 04 of 2017). Quantum University is transformation of Quantum Global Campus, which has ten years old legacy. The lush green campus of Quantum University is situated at Roorkee-Dehradun Highway (22 Km away from IIT Roorkee). The location is well connected from Dehradun, Saharanpur, Haridwar and Roorkee. The nearest Railway stations are Saharanpur and Roorkee (roughly equal distance) and nearest Airport is Jolly Grant, Dehradun (60KM).

Quantum University has a well-structured campus with residence facilities for students (more than 1000 Boys and 300 Girls) and for faculty. Quantum University has well developed sports and cultural facilities on campus and well equipped with all the modern amenities. Quantum University, India, was established, keeping the growing importance of Interdisciplinary education in mind.

Quantum firmly believes that the overall development of students takes place in a multi-disciplinary environment where he is given the opportunity to hone his skills and at the same time able to follow his or her Passion. Quantum University aims to become the top private university in India.

Quantum University currently offers higher education under five faculties namely:

1. Faculty of Technology,
2. Faculty of Business & Management,
3. Faculty of Graduate Studies,
4. Faculty of Agriculture,
5. Faculty of Health Sciences,

The Doctorate, Post Graduate and Under Graduate programs are operated under these faculties.

The University received many accolades as:

- Received the Education Excellence Award for Best Private Engineering College in North India for Academics
- Received ASSOCHAM India Award as the Best Engineering College Promoting Innovation in North India.
- Received, Big Brand Research Award as the Most Promising Engineering College of North India

Quantum has tried to break new ground with a new model of learning. It is a fact that success in the modern world is dependent on skill. The skill gap can only be bridged by application of theory, hands on work and the right training. Quantum has since moved beyond the traditional theory based learning modes. The vital importance of skill development to education has inspired Quantum University to execute a multi-dimensional training program. Our varsity has made its prime focus to sculpt industry ready workforce. An array of our industrial tie-ups and MOUs reflect our commitment to application based education. We have created a new blueprint for skill development, which goes beyond the traditional summer training, internship or project work.

Considered as the best university in the state of Uttarakhand, we take pride in offering a wide spectrum of courses like Engineering, Agriculture, Hospitality and Tourism, Computer Application, Management, Media Study and Design, Humanities and Social Sciences, Health Sciences etc. The list does not end here and we also offer interdisciplinary combinations like Technology with Music, Agriculture with Cyber Security or Computer Science with Economics. The inter-disciplinary immersion empowers students to handle a range of skills and roles in their professional life.

2. Outcome Based Education

The new age demands for professionals that are not just skilled in a single area of expertise but also have cross sectional capabilities to collaborate across disciplines have inspired academic institutions to complement their curriculums with Outcome Based Education (OBE). The OBE framework emphasizes on the end product (student) by focusing on the pre-defined outcomes of the in total experience of the process a student goes through and input given to them in terms of classes, assessments, laboratory experiences, and opportunities to solve problems etc.

In factual sense outcome is the result of an action, situation or an event, these are measureable and hence can provide with valuable data, using which one can compare the desired goal with the outcome. The OBE system also empowers the teacher and students to assess their progress

and can make timely changes in the inputs and processes so that the exactly same learning outcomes of a student can be ensured which was contemplated at the start of the program.

OBE gives leverage over the traditional teaching pedagogy where major attention is given on teaching rather than the learning and its outcomes. The whole paradigm shift is the game changer because Outcome Based Education stimulates more growth in an individual in terms of critical thinking, problem solving skills, collaborations skills and creativity which is not possible in the traditional teaching pedagogy.

The gift of Outcome Based Education was bestowed upon us by the renowned educational psychologist William G. Spady, he is better known as the father of Outcome Based Education (OBE). His work is commendable by and large in the areas of educational system for both learners and educators and leaders in the academic paradigm.

He served in Harvard University and the Ontario Institute of Education from 1967 to 1973 as a lecturer; he also headed the IN4OBE as the CEO, which is the global network of OBE experts, consultants and visionaries.

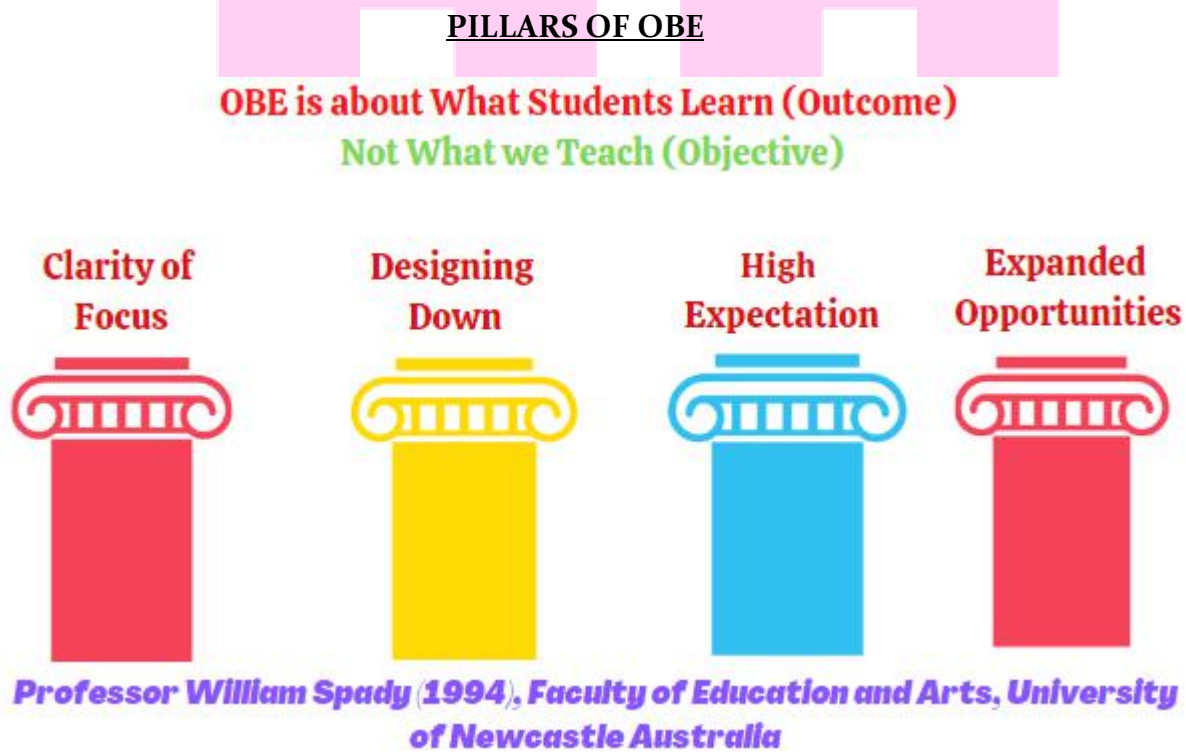


Figure1: OBE Philosophy

The above four pillars depicted in the figure are explained as under:

Clarity of Focus:

In simple terms it means that a teacher must clearly work towards pre-defined goals that are distinct on what students should learn as a result of their efforts. The clarity of focus principal

also defines that the teachers have already contemplated outcomes and to achieve those outcomes they need to help students in gaining demonstration of right knowledge, skills and develop the right personality which will help them to achieve the intended goal at the end of the program. To guarantee the clarity of focus the Program Specific Outcomes, Program Educational Objectives and Program Outcome are designed are per the mission and vision of the university.

Designing Down:

In the OBE architecture the designing down perspective ensures that before designing a curriculum first the clear intended outcomes must be defined as to know what students will achieve at the end of the programme, and based on outcomes the curriculum must be designed and it should be never the other way round. Post completing this step all the instructional decisions are then made aligned to achieve the desired result.

Higher Expectation:

Interestingly, the higher expectation model directs towards teachers that they must set up very high and challenging standards of performance, this will inspire students to more deeply engage in the learning process. The idea behind higher expectation pillar is that feeding the minds of students to achieve high standards will challenge them to work hard, become competitive, develop cognitive skills and achieve higher academic growth which is not possible in the absence of unchallenging environment.

Opportunities:

As the matter of fact, not all learners learn the same thing, the same way, and at the same time. Considering this fact the pillar of opportunity in the OBE principal states that a learner should be given innumerable opportunities and ways so that they learn the desired lessons and outcomes. At the same time, extended opportunities can facilitate in achieving high standards. In this way students are more focused on more prioritized lesson of that particular time and hour. This does not mean that the student must exceed the timeline for example total number of graduating years, these opportunities must be provided within the time frame of the academic program cycle and the learners should also be compelled to complete the learning within the time line.

3. Vision and Mission Statements

The vision and mission statements are both directing goals of an organization and helps determine their focus to achieve these goals. To make it more clear a vision statement have futuristic focus on what exactly the organization wants to become, on the other hand, the mission statement is the focus on the present where an organization takes steps on a day-to-day basis to achieve its vision.

Underneath is the elaborated picture of the vision and mission statement of Quantum University.

Vision:

To be a seat of learning where a student gains academic and professional excellence, stays connected with the inner self, imbibes respect for human values, and becomes a world citizen.

Mission:

- To be a forward-looking, ever-evolving University of merit that shall continually strive to promote all-round excellence among all its stake holders to create a rich, eternal legacy of trust.
- To imbibe values and ethics of global relevance such as gender and race equity, inclusive growth and also sustainable 'protection' and 'care' of the environment.
- To ensure a high core competence in students in their respective domains that caters to the changes in technology and dynamics of industry demand. The students should be adaptable to change and be life-long learners.
- To provide opportunities to students to nurture their skills in additional areas of knowledge, relevant to their times, through interdisciplinary pedagogy and robust Industry interface.
- To ensure wellness and wellbeing of its students through a range of value addition programs and freedom to pursue one's passion in areas of interest, including sports, music, dance, theatre, community service, and many more.
- To be a stronghold of liberated students who believe in the rich cultural heritage of their country, but have a truly global orientation.

4. Program Educational Objectives (PEOs)

Program Educational Objectives of a degree program are the statements that elaborate the expected achievements of the individual post the completion of his graduation program. In literal sense the Program Educational Objectives essentially justifies the existence of the education program in the first place.

Program Educational Objectives are defined by the needs of the program domain and PEOs also creates transparency for students joining the program so that they know what professional accomplishments they are going to achieve in the 4 to 5 years of their graduation.

To provide an example of PEOs for a B. Tech program, checkout the below statements.

1. Have a successful professional life as an engineer in the various industries, government projects and able to demonstrate skills in real world applications.
2. Have opportunities to work in research & development, education institutes, demonstrate creativity and innovations in domains of technology, engineering and science and at the same time is able to pursue other professional careers.
3. Develop into fully grown professional who is confident to serve local and international society as well.
4. Demonstrate leadership skill in their field of expertise and in projects which aims to carry out economic and service work anywhere in the world.

5. Program Specific Outcomes (PSOs)

Program Specific Outcomes (PSOs) are designed by the department offering the program, the PSOs are program specific and clearly indicates what a student should be able to do by the time they graduate and attain a degree. Each department designs from two to four PSOs; the decision about the PSOs is the combine responsibility of the department experts and HoDs.

Underneath statements are examples of Program Specific Outcomes of B. Tech in Computer Science and Engineering.

- **PSO1- Foundation of Computer System:** Ability to understand the principles and working of computer systems. Students can assess the hardware and software aspects of computer systems.
- **PSO2- Foundations of Software development:** Ability to understand the structure and development methodologies of software systems. Possess professional skills and knowledge of software design process. Familiarity and practical competence with a broad range of programming language and open source platforms.
- **PSO3-Foundation of mathematical concepts:** Ability to apply mathematical methodologies to solve computation task, model real world problem using appropriate data structure and suitable algorithm.
- **PSO4- Applications of Computing and Research Ability:** Ability to use knowledge in various domains to identify research gaps and hence to provide solution to new ideas and innovations.

6. Program Outcomes

The Graduate Attributes (GA) are the result of studying a program at a university, GA reflects through the knowledge of a particular subject, high level of qualities, industrial skills and understanding and learning experience that they gained while going through the academic program. These graduate attributes set them apart from those who haven't earned a degree from an institution. Their contribution is not just limited to their employers but the added value gained during those grueling years equip them to serve better in society and pursue a fulfilling career as well.

In general, there are 12 GAs or outcomes of an academic program but the institution or universities can design their own outcomes for graduates considering their own blueprint of curriculum, broadly they can also characterized under the titles of responsibilities,

An academician can use the GAs to jot down the Program Outcomes and both should be able justify each other if mapped down one on one.

**An example is shown below under for Program Outcomes defined for M.TECH
(COMPUTER SCIENCE & ENGINEERING PROGRAM)**

PO Number	Program Outcomes
PO ₁ (Engineering Knowledge)	Demonstrated capability to exhibit in-depth knowledge in engineering specialization.
PO ₂ (Problem Analysis)	Demonstrated capabilities to think critically and analyze complex engineering problems to make creative advances in theory and practice.
PO ₃ (Design/ development of solutions)	Demonstrated capability to design solutions for engineering problems and to design a component, system, or process that meet the specified needs with appropriate consideration for the public health and safety, along with the cultural, societal, and environmental considerations.
PO ₄ (Conduct investigations of complex problems)	Demonstrated capability to use research methodologies, techniques and tools, and will contribute to the development of technological knowledge
PO ₅ (Modern tool usage)	Demonstrated capability to apply appropriate techniques, modern engineering tools to perform modeling of complex engineering problems with knowing the limitations.
PO ₆ (The engineer and society)	Demonstrated capability to achieve professional success with an understanding and appreciation of ethical behavior, social responsibility, and diversity, both as individuals and in team environments.
PO ₇ (Environment and sustainability)	Demonstrated capability to understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge for sustainable development to articulate a comprehensive world view that integrates diverse approaches to sustainability
PO ₈	Demonstrated capability to communicate complex engineering problems with the engineering

(Communication)	community and society, write and present technical reports effectively
PO ₉ (Ethics)	Demonstrated capability to exhibit professional and intellectual integrity, ethics of research and scholarship and will realize the responsibility towards the community.
PO ₁₀ (Individual and team work)	Demonstrated capability to analyze the local and global impact of computing on individuals, organizations, and society
PO ₁₁ (Project management and finance)	Demonstrated capability to demonstrate knowledge and understanding of engineering and management principles and apply the same with due consideration to economical and financial factors.
PO ₁₂ (Lifelong learning)	Demonstrated capability to engage in life-long learning with a high level of enthusiasm and commitment to improve knowledge and competence continuously.

7. Course Outcomes

Course Outcomes (Cos) are what the student should be able to do at the end of a course. The most significant aspect of a CO is that it should be observable and measurable.

Specifically COs are jot down by the university in consultations with faculties, students, HoDs and other stakeholders.

By gone are the days of theoretical learning and achieving high marks, the whole system of education is changed in the sense how we look at the final outcome, the attention is now on the sake of improving overall quality, learning experience and workflows that gives better results.

Underneath is an example of Course Outcome for (M.TECH-COMPUTER SCIENCE AND ENGINEERING)

Paper Code	CS4106
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Paper Title	Advance Discrete Structure
Course outcomes	<i>Upon successful completion of the course, students would be able to:</i>
CO 1	Solve set, relation, and mapping problems as well as understand and solve problems involving groups, subgroups.
CO 2	Recognize the different types of logic operators, normal forms, and also be able to solve problems involving mathematical induction, predicate calculus, and lattice representations.
CO 3	Capable of understanding different types of counting techniques and solving problems related to recurrence relations and generating functions.
CO 4	Familiar with different theorems such as Euler's, Fermat's, and Remainder also be understood, as well as knowing how to solve congruence modulo problems.
CO5	Grasp of number theory, modular arithmetic, and also know how to solve various test types and their applications.

8. Using Bloom's Taxonomy to Write Effective Learning Outcomes

Bloom's Taxonomy is a classification of the different objectives and skills that educators set for their students (learning outcomes).

8.1 What is Bloom's Taxonomy

Bloom's Taxonomy is a classification of the different outcomes and skills that educators set for their students (learning outcomes). The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. The terminology has been recently updated to include the following six levels of learning. These 6 levels can be used to structure the learning outcomes, lessons, and assessments of your course:

1. Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
2. Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. Applying: Carrying out or using a procedure for executing, or implementing.
4. Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
5. Evaluating: Making judgments based on criteria and standards through checking and critiquing.
6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Like other taxonomies, Bloom’s is hierarchical, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. You will see Bloom’s Taxonomy often displayed as a pyramid graphic to help demonstrate this hierarchy. We have updated this pyramid into a “cake-style” hierarchy to emphasize that each level is built on a foundation of the previous levels.



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8.2 How Bloom’s can aid in course design

Bloom’s taxonomy is a powerful tool to help develop learning outcomes because it explains the process of learning:

- Before you can understand a concept, you must remember it.
- To apply a concept you must first understand it.
- In order to evaluate a process, you must have analyzed it.
- To create an accurate conclusion, you must have completed a thorough evaluation.

However, we don’t always start with lower order skills and step all the way through the entire taxonomy for each concept you present in your course. That approach would become tedious—for both you and your students! Instead, start by considering the level of learners in your course:

1. Are lots of your student's freshman? Is this an "Introduction to..." course? If so, many you're learning outcomes may target the lower order Bloom's skills, because your students are building foundational knowledge. However, even in this situation we would strive to move a few of your outcomes into the applying and analyzing level, but getting too far up in the taxonomy could create frustration and unachievable goals.
2. Are most of your student's juniors and seniors? Graduate students? Do your students have a solid foundation in much of the terminology and processes you will be working on your course? If so, then you should not have many remembering and understanding level outcomes. You may need a few, for any radically new concepts specific to your course. However, these advanced students should be able to master higher-order learning objectives. Too many lower level outcomes might cause boredom or apathy.

8.3 How Bloom's works with learning outcomes

Fortunately, there are "verb tables" to help identify which action verbs align with each level in Bloom's Taxonomy.

You may notice that some of these verbs on the table are associated with multiple Bloom's Taxonomy levels. These "multilevel-verbs" are actions that could apply to different activities. For example, you could have an outcome that states "At the end of this lesson, students will be able to explain the difference between H₂O and OH⁻." This would be an understanding level outcome. However, if you wanted the students to be able to "...explain the shift in the chemical structure of water throughout its various phases." This would be an analyzing level verb.

Adding to this confusion, you can locate Bloom's verb charts that will list verbs at levels different from what we list below. Just keep in mind that it is the skill, action or activity you will teach using that verb that determines the Bloom's Taxonomy level.

Bloom's LevelKey Verbs (keywords)

Example Learning Outcome

Bloom's Level	Key Verbs (keywords)	Example Learning Outcome
Create	Design, formulate, build, invent, create, compose, generate, derive, modify, and develop.	By the end of this lesson, the student will be able to design an original homework problem dealing with the principle of conservation of energy.
Evaluate	Choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	By the end of this lesson, the student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.
Analyze	Classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, and associate.	By the end of this lesson, the student will be able to differentiate between potential and kinetic energy.
Apply	Calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	By the end of this lesson, the student will be able to calculate the kinetic energy of a projectile.
Understand	Describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	By the end of this lesson, the student will be able to describe Newton's three laws of motion to in her/his own words
Remember	List, recite, outline, define, name, match, quote, recall, identify, label, recognize.	By the end of this lesson, the student will be able to recite Newton's three laws of motion.

Learning outcome examples adapted from, Nelson Baker at Georgia Tech: nelson.baker@pe.gatech.edu

8.4 How Bloom's works with Quality Matters

For a course to meet the Quality Matters standards it must have learning outcomes that are measurable. Using a verb table like the one above will help you avoid verbs that cannot be quantified, like: understand, learn, appreciate, or enjoy. Quality Matters also requires that your course assessments (activities, projects, and exams) align with your learning outcomes. For example, if your learning outcome has an application level verb, such as "present", then you cannot demonstrate that your students have mastered that learning outcome by simply having a multiple choice quiz.

8.5 Course level and lesson level outcomes

The biggest difference between course and lesson level outcomes is that we don't directly assess course level outcomes. Course level outcomes are just too broad. Instead, we use several lesson level outcomes to demonstrate mastery of one course level outcome. To create good course level outcomes, we need to ask ourselves: "what do I want the students to have mastery of at the end of the course?" Then, after we finalize our course level outcomes, we have to make sure that mastery of all of the lesson level outcomes underneath confirm that a student has mastery of the course level outcome—in other words, if your students can prove (through assessment) that they can do each and every one of the lesson level outcomes in that section, then you as an instructor agree they have mastery of the course level outcome.

8.6 How Bloom's works with course level and lesson level outcomes:

- Course level outcomes are broad. You may only have 3-5 course level outcomes. They would be difficult to measure directly because they overarch the topics of your entire course.
- Lesson level outcomes are what we use to demonstrate that a student has mastery of the course level outcomes. We do this by building lesson level outcomes that build toward the course level outcome. For example, a student might need to demonstrate mastery of 8 lesson level outcomes in order to demonstrate mastery of one course level outcome.
- Because the lesson level outcomes directly support the course level outcomes, they need to build up the Bloom's taxonomy to help your students reach mastery of the course level outcomes. Use Bloom's Taxonomy to make sure that the verbs you choose for your lesson level outcomes build up to the level of the verb that is in the course level outcome. The lesson level verbs can be below or equal to the course level verb, but they CANNOT be higher in level. For example, your course level verb might be an Applying level verb, "illustrate." Your lesson level verbs can be from any Bloom's level that is equal or below this level (applying, understanding, or remembering).

8.7 Steps towards writing effective learning outcomes:

1. Make sure there is one measurable verb in each objective.
2. Each outcome needs one verb. Either a student can master the outcome, or they fail to master it. If an outcome has two verbs (say, define and apply), what happens if a student can define, but not apply? Are they demonstrating mastery?
3. Ensure that the verbs in the course level outcome are at least at the highest Bloom's Taxonomy as the highest lesson level outcomes that support it. (Because we can't verify they can evaluate if our lessons only taught them (and assessed) to define.)
4. Strive to keep all your learning outcomes measurable, clear and concise.
When you are ready to write, it can be helpful to list the level of Bloom's next to the verb you choose in parentheses. For example:
Course level outcome 1. (Apply) Demonstrate how transportation is a critical link in the supply chain.
1.1. (Understand) Discuss the changing global landscape for businesses and other organizations that are driving change in the global environment.

1.2. (Apply) Demonstrate the special nature of transportation demand and the influence of transportation on companies and their supply chains operating in a global economy.

This trick will help you quickly see what level verbs you have. It will also let you check that the course level outcome is at least as high of a Bloom's level as any of the lesson level outcomes underneath.

9. OBE Implementation

Outcome based education (OBE) is an educational theory that emphasis on the learning rather than the teaching itself. The focus of OBE is on the skills and attitudes that a student should learn by the time they complete an academic program. The implementation of the OBE is a complex process altogether and requires a high end skill set that of a profound educationist.

Underneath we have tried to explain the process of OBE implementation in simple diagrammatic form.

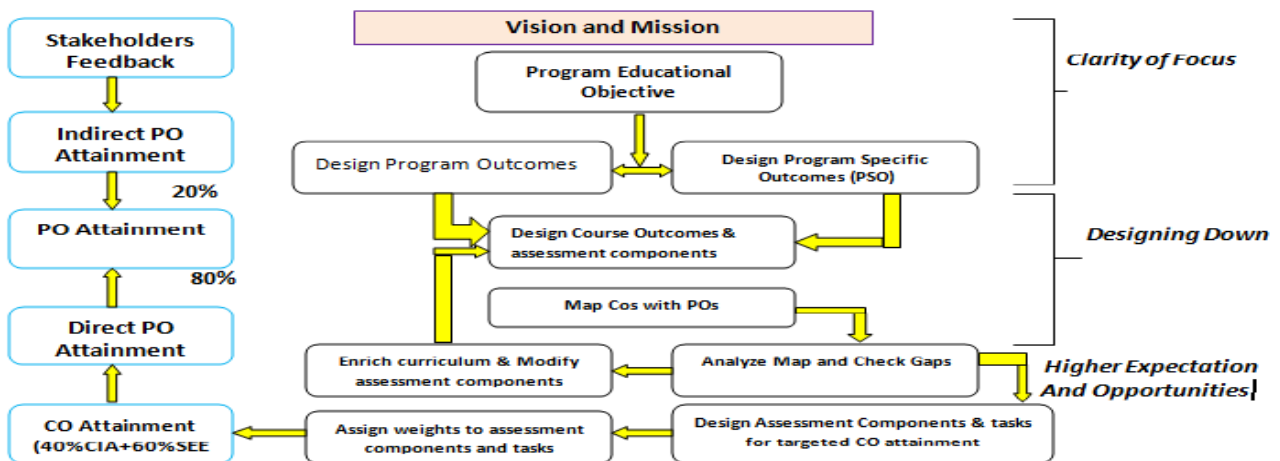


Figure2: OBE Implementation Flow Chart

The above block diagram can be simplified in the steps mentioned below.

1. Establish Mission statements, Program Educational Objectives.
2. Map Mission Statements with Program Educational Objectives (PEO).
3. Define Program Outcome (PO) using Graduate attributes.
4. Map PEO and PO.
5. Define Competencies for each PO [Optional]
6. List the Performance Indicators for each PO Competency [Option]
7. Define Course Outcome using action verb for each Course.
8. Map CO and PO
9. Set targets for PO and CO attainment.
10. Map each question of the assessment tasks with Bloom's Taxonomy and COs

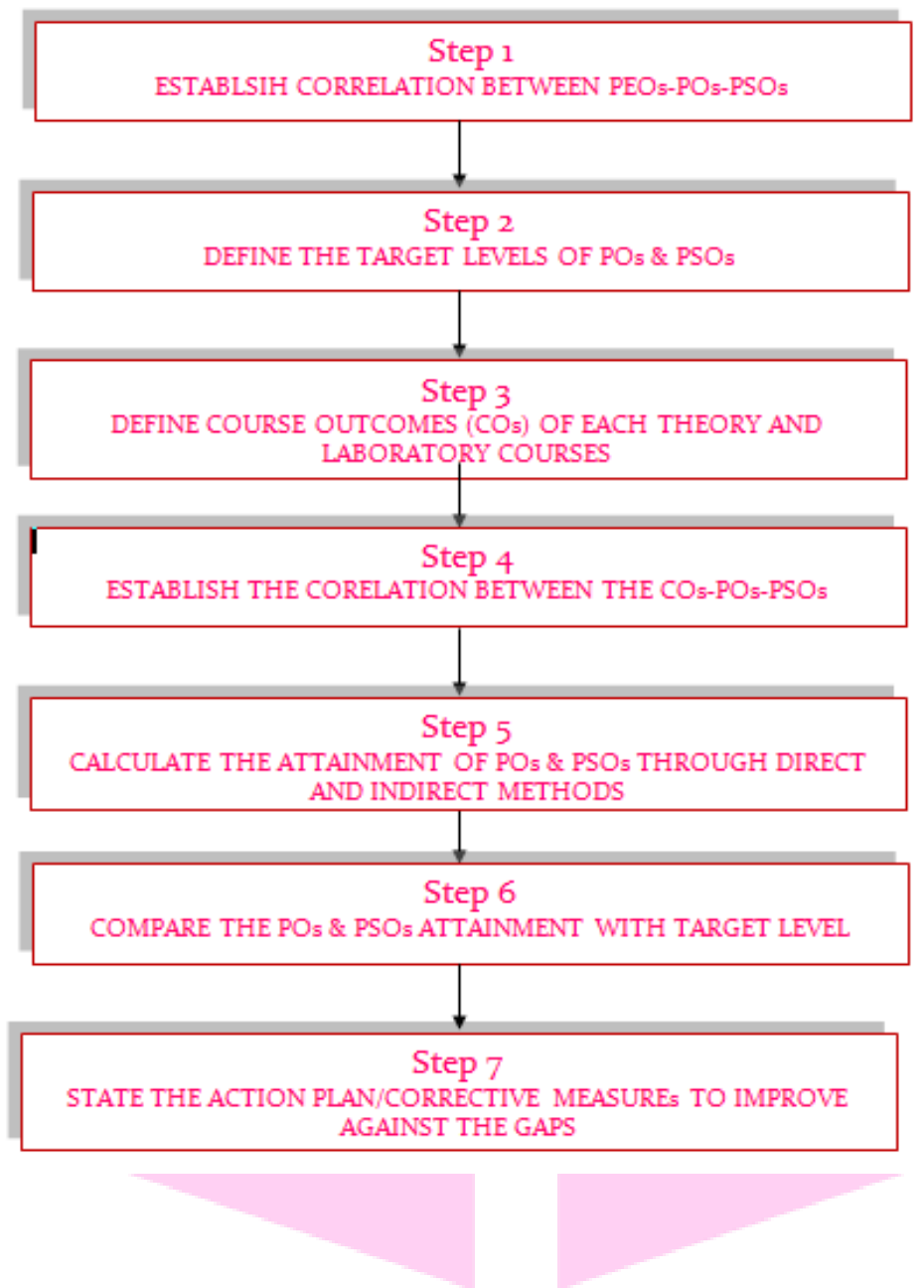
11. Define rubrics for evaluation.
12. Measure CO attainment at student and course level using Direct and Indirect Methods
13. Measure PO attainment using Direct and Indirect Methods
14. Analyze the COs and POs and propose actions.
15. Assess the attainment of Program Educational Objectives



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CO-PO / PSOs /PEOs attainment Model and Calculations Methodology

CO-PO Attainment Steps



1: Slight (Low)

2: Moderate (Medium)

3: Substantial (High)

Step1: Establish correlation between PEOs-POs-PSOs

PEOs		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
PEO ₁	Multi-disciplinary	3	3	3	3	3	2	1		3	3	3	3	2	2	3	
	Higher academic and industry pursuits	2	3	3	2	3	2	3	2	1	2	2	2	2	3	3	2
PEO ₂	Application of concepts of mathematics, science	3	3	2	3	2	1	2		1	2	2	2	2	2	3	2
PEO ₃	Designing ,modeling, analyzing, and	3	3	3	3	3		2	2	2	2	2	1	1	2	2	2
PEO ₄	Capability in analytical and experimental research methods	2	3	2	3	3	1	1	2	2	2	2	1	1	2	3	2
	Average	2	3	2	2	2	1	1	2	1	2	1	1	2	2	2	2

Combined average of all POs and PSOs = 2.24

Correlation levels 1, 2 or 3 as defined below:

Step2: Target attainment levels of POs and PSOs

S	Levels	Performance quality
1	$PO/PSO \leq$	Unsatisfactory/ Does Not Meet
2	$1 \leq (PO \text{ or } PSO) \leq 1.5$	Satisfactory/ Marginal
3	$1.5 \leq (PO \text{ or } PSO) \leq 2.5$	Good/ Meets Expectation
4	$2.5 \leq (PO \text{ or } PSO) \leq 3$	Excellent/Exceeds Expectations

Interpretation of Performance Quality

Criteria for Assessment	Excellent/Exceeds Expectations	Good/ Meets Expectation	Satisfactory/ Marginal Expectations	Unsatisfactory /Does Not Meet
The PO statement specifically articulates the knowledge, skill(s), or behavior(s) students should gain; is neither too broad nor too narrow; and lends itself to appropriate measurement.	Course outcome is clear, focused, and stated in terms of measurable knowledge, skills, or behaviors. The learning outcome consists of measurable and relevant Components.	Stated Outcomes are clear in terms of measurable knowledge, skills, or behaviors; however, course outcomes would be improved if (a) stated in clearer, more sharply focused terms.	Course outcome is partially defined and or the outcome were broken into smaller components with more clear objectives	Course outcome is too broad to be measurable or is too vague or ambiguous to be readily understood.
Assessment methods are appropriate to the program objective statement. <i>The variety of measures used to evaluate each outcome.</i>	Assessment methods clearly match the PSO/PO. Multiple robust measures are used for each learning outcome.	Assessment methods match the PO/PSO. At least one indirect measure used for the learning outcome.	Assessment method contains direct assessment only and indirect methods not properly adapted.	Assessment methods do not match the student learning outcome, or appropriate measures were not used or seem inadequate.

<p>POs assessment findings – <i>A concise summary of the results gathered from a given assessment measure or set of measures.</i></p>	<p>The assessment report is complete, concise and well organized. Data collection/analysis is appropriately focused.</p> <p>There port provides solid evidence (including supporting documentation) of the degree to which learning outcomes were met.</p>	<p>The assessment report is complete and organized. Analysis may contain too much detail or stray slightly from the intended data set.</p> <p>Some documentation is present but further documentation maybe desirable.</p>	<p>The assessment report gives qualitative information of the overall attainment but the data set needs further processing and clear statement of the criteria for quantitative Assessment.</p>	<p>The assessment report is unacceptable for one or more of the following reasons: incomplete or too much information; reported data is not clearly aligned with achievement targets; questionable conclusion about whether targets were met, partially met, or not met; questionable data collection/analysis; no supporting documentation provided.</p>
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<p>Use of results/action plan – <i>Actions already taken, or committed to, to improve (a) student achievement of the desired learning outcome or (b) the coming year’s SLO assessment plan.</i></p>	<p>The action plan is robust, Detailed, sustainable, and logically based on the assessment findings. Actions taken are supported by accompanying documentation. Planned actions specify completion dates, responsible parties, and anticipated documentation.</p> <p>The action plan clearly “closes the loop” in responding to the past year’s findings.</p>	<p>A sufficiently detailed Action plan is in place. The plan is logically based on assessment findings and provides for supporting documentation of actions to be completed.</p> <p>If no action plan is needed at this time, a clear justification based on findings is provided.</p>	<p>A partial action plan is provided with required documents. Supporting documents for justifying the action plan is inadequate and needs some more improvements.</p>	<p>The action plan is unacceptable because it is not present; not clearly related to the assessment results; too general and lacking in details; or it seems to offer excuses for results rather than thoughtful interpretation or “next steps” for program improvement; there are too many actions to manage.</p>
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Step 3: Define the course outcomes (COs) of each theory and laboratory courses

Unit	Course Name and Id : PR301- Metrology		T a
Unit 1	PR301CO1	Students will distinguish different tolerance systems, differentiate hole based and shaft based systems	2
Unit 2	PR301CO2	Students will proficient to outline the use and applications of linear measuring devices and angular measuring devices	3
Unit 3	PR301CO3	Students will able to list out various optical measuring instruments and explain their uses	2
Unit 4	PR301CO4	Students will recognize different comparators, identifying the requirements of machine tool alignment tests and explain the use of screw thread measuring devices	3
Unit 5	PR301CO5		3

Step4: Establish the correlation between COs-POs-PSOs

PR301- Metrology	CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
		P	3	3	3	3	2	0	0	0	3	2	0	3	3	2
P	3	0	2		2	0	0	3	3		0	3		3		
P	3	3	2	2	2	3	0	1	3	2	0		3	2	3	
P	3	3	3	3	2	2	0	3	3	2	0	3	3	3		
P	2	0	2	0	2	0	0	2	0	2	0	2	2	2	2	
AVERAGE		2.5	2.8	2	2.3	0	3	3	2	0	3	3	2.5	3		

Step5: Calculate the attainment of CO, POs and PSOs through direct and indirect methods

Calculation of COs Attainment

Direct and indirect attainment of Cos for academic year 2018-19 onwards

(Evaluated for each course of the Semester. Evaluation is done in end of each Semester)

S	TOOL	CATEGOR v
1.	CO Attainment of all theory and Lab courses (Sessional examination, Assignments and End Semester Examination)	Direct Assessment (70%)
2.	Indirect Assessment : Course wise student and Teachers feedback (during end semester exam)	Indirect Assessment (30%)

Calculation of POs and PSOs attainment for academic year 2018-19 onwards

S	TOOL	CATEGORY
1.	CO Attainment of all theory courses	<i>Direct Assessment (50%)</i>
2.	CO Attainment of all practical courses	
3.	<p>Indirect 1: Feedback on Curriculum from Final year Students (Graduating) – 10%</p> <p>Indirect 2: Feedback on Curriculum from Teachers -10%</p> <p>Indirect 3: Feedback on Curriculum from HR/Employers of Students and External Mentors from Industry- 20%</p> <p>Indirect 4: Feedback on Curriculum from Alumni -20%</p> <p>Indirect 5: Feedback from Co-curricular Activities- 40%</p>	<i>Indirect Assessment (50%)</i>

Method of calculation of CO Attainment (for 2018-19, 2019-20, 20-21)

Question Paper BL Assessment (Applied to Sessional, Assignments, End Semester Examination Question papers and Trainings, Projects Evaluation)

Question Number	CO Supported	BL Level	Max Marks	Maximum Level of BL Level in the Questions (Weighted Average)	Maximum Level achieved (Average) Only for 2018-19, 2019-20 and 2020-21
Q1 I	CO1	2	2	2	2
Q1 II	CO1	2	2		
Q1 III	CO1	2	8		
Q1 IV	CO1	2	8		
Q1 V	CO1	2	8		
Q2 I	CO2	2	2	1.7142 8571	
Q2 II	CO2	2	2		
Q2 III	CO2	2	8		
Q2 IV	CO2	2	8		
Q2 V	CO2	1	8		
Q3 I	CO3	2	2	2.2857 1429	
Q3 II	CO3	2	2		
Q3 III	CO3	3	8		
Q3 IV	CO3	2	8		
Q3 V	CO3	2	8		
Q4 I	CO4	2	2	2	
Q4 II	CO4	2	2		
Q4 III	CO4	2	8		
Q4 IV	CO4	2	8		
Q4 V	CO5	2	8		
Q5 I	CO5	2	2	2.2857 1429	
Q5 II	CO5	2	2		
Q5 III	CO5	2	8		
Q5 IV	CO5	2	8		
Q5 V	CO5	3	8		

Method of level attainment in Examinations (for CO-Attainment Calculations)

% Student in the course	Level attainment on the basis of Criteria X (LA)
Above 70% meeting the criteria (X)	3
Between 70% to 40% criteria (X)	2
Below 40% Criteria (X)	1
Evaluation Component	Value of X
Assignment (Written Assignments/Mini Projects/ Flipped Classes/ Lab Quizzes/ Practice sheets (<i>in case VAP Courses</i>)	Above 80% Marks in Evaluation Component
Mid Semester / Sessional Examinations	Above 60% Marks in Evaluation Component
End Semester Examinations	Above 50% Marks in Evaluation Component
Project Work/ Internships	Above 75% Marks in Evaluation Component

Method of CO-Attainment calculation based on Level of Attainment for a course for 2018-19, 2019-20, 2020-21

Evaluation Component	Unit Coverage	Average Target Blooms Level (A)	Average Achieved Blooms Level (B)	Direct Level Attained (LA)	Effective Level Attained (ELA) ALA = (LA*B)/A	Component* Weightage
Assignment 1/ Project Assessment 1	Units 1, Unit 2,	2	1.4	3	2.1	0.05
Assignment 2/ Project Assessment 2	Units 3, Unit 4, Unit 5	3	1.5	3	1.5	0.05
Sessional Exam 1/ Assessment 3	Units 1, 2, 2.5	2	2.3	2	2.3	0.1
Sessional Exam 2	Units 3, 4,5	3	2.6	2	1.7	0.1
End Semester Examination/ Final Project Assessment	All Units	2.5	3	2	2.4	0.6
Weightage Average						2.0 2

*Attendance component is not counted

Method of CO-Attainment calculation based on Level of Attainment for a course for 2021-22 onwards

Name of the Course and Course ID							
Evaluation Component	Question #/Unit Coverage	Average Target Blooms Level (A)	Average Achieved Blooms Level (B)	Direct Level Attained (LA)	Effective Level Attained (ELA) ALA = (LA*B)/A	Average Level Attained for Component	Component Weightage *
Assignment 1/ Project Assessment 1	Q1/Units 1	2	1.4	3	2.1	2.1	0.05
	Q2 / Unit 2	3	2.6	2	1.7		
	Q3/ Unit 2.5	2	2.5	2	2.5		
Assignment 2/ Project Assessment 2	Q1/Units 3	2	2.5	2	2.5	2.0	0.05
	Q2/Unit 4	3	2.5	2	1.7		
	Q3/Unit 5	3	3	2	2		
Sessional Exam 1/ Assessment 3	Q1/Units 1	2	2.3	2	2.3	2.53	0.1
	Q2/Unit 2	3	2.5	2	2.3		
	Q3/Unit 3	2	2	3	3		
Sessional Exam 2	Q1/Units 3	3	2.6	2	1.7	2.26	0.1
	Q2/Unit 4	3	2.5	3	2.5		
	Q3/Unit 5	3	2.6	3	2.6		
End Semester Examination / Final Project Assessment	Q1/Units1	2	3	2	3	2.06	0.6
	Q2/Unit 2	3	2	2	1.3		
	Q3/Unit 3	2	2	2	2		
	Q4/Unit 4	3	3	2	2		
	Q5/Unit 5	3	3	2	2		
Weighted Average							1.92

*attendance component is not counted

Attainment of Co through Students' and Teachers' feedback on Course

S No.	Levels	Performance quality	Attainment of CO
1	Feedback Criteria ≤ 1	Unsatisfactory/ Does Not Meet Expectations	0
2	$1 \leq (\text{Feedback Criteria}) \leq 2$	Satisfactory/ Marginal Expectations	1
3	$2 \leq (\text{Feedback Criteria}) \leq 3$	Good/ Meets Expectation	2
4	$3 \leq (\text{Feedback Criteria}) \leq 4$	Excellent/Exceeds Expectations	3

Teachers' Feedback on Course (0-4)

Criteria	Average	Attainment level of COs
Appropriateness of the number of credits and contact hours allocated to your course	3.5	3
Adequacy of the course content in achieving stated CO's/PO's/PSOs	3.5	3
Structure, comprehensiveness and relevance of the syllabus.	3.6	3
The recommended textbooks and reference books are adequate and map onto the syllabus.	3.1	3
Practical and project work to facilitate development of experimental, research, problem solving and analytical skills of the students.	3.5	3
Effectiveness of the departmental level subject expert committee, BOS meetings held for reviewing the syllabi.	2.2	2
Effective implementation of flipped classes, Research based Assignments, Case Studies, Mini Projects, industrial trainings across your department.	3.4	3
Rate the examination pattern & evaluation scheme of theory and practical for being timely, transparent, reliable, and balanced.	3.2	3
Average attainment		2.8

Student's Feedback on Course (o-4)

Criteria	Average	Attainment level of COs
Rate your experience regarding relevance/rigor/coverage of the course taught to you	2.5	2
Rate the quality/amount of questions through class practices/assignments/ lab assignments/ case studies given to you for understanding the topics of the course	3.5	3
Rate the pace of course coverage	2.6	2
Rate the coverage and relevance of topics in hand note/textbooks/referential material/ Videos/ppts provided by the faculty members	2.1	2
Effectiveness of course delivery and teachers preparedness of the course	1.5	1
Effectiveness of course delivery tools, innovative and deployment of technology to make the topic more interesting and understandable	2.2	2
Rate the applicability and Usefulness of ERP LMS/ other learning platform used during the course of study	2.4	2
Rate the quality of assessment done by the course teacher/Examiner	3.2	3
Average attainment		2.37

Consolidated COs attainment of the course

Assessment Method	Weightage	COs attainment level
COs Attainment from Evaluations (Direct)	0.7	2.02
COs attainment from Student's Feedback from courses (Indirect)	0.15	2.37
COs attainment from Teacher's Feedback from courses (Indirect)	0.15	2.8
Average COs Attainment $0.7*2.02 + 0.15*2.37 + 0.15*2.8$		2.18

PO/PSOs/PEOs attainment Model

Department of <<Department Name>>

1) Mapping of Course outcomes with program outcomes

PROGRAM OUTCOMES (POs)

<<Sample>>

Engineering Graduates will be able to:

PO1: Engineering Knowledge: Apply the knowledge of mathematics, science, Engineering fundamentals, and an Engineering specialization to the solution of complex Engineering problems.

PO2: Problem Analysis: Identify, formulate, review research literature, and analyze complex Engineering problems reaching substantiated conclusions using first principles of mathematics natural sciences, and Engineering sciences.

PO3. Design/Development of Solutions: Design solutions for complex Engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and Environmental considerations.

PO4. Conduct Investigations of Complex Problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

PO5. Modern Tool Usage : Create, select, and apply appropriate techniques, resources, and modern Engineering and IT tools including prediction and modeling to complex Engineering activities with an understanding of the limitations.

PO6. The Engineer and Society : Apply reasoning informed by the contextual knowledge

to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

PO7. Environment and Sustainability: Understand the impact of the professional Engineering solutions in societal and Environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

PO8. Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the Engineering practice.

PO9. Individual and Team Work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

PO10. Communication: Communicate effectively on complex Engineering activities with the Engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

PO11. Project Management and Finance: Demonstrate knowledge and understanding of the Engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary Environments.

PO12. Life - Long Learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

Sample Subject :<< Subject Name >>

Subject	Course Outcomes	Program Outcomes											
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
<<Subject Name>>	CO1:	2	2	3	3	2	3				2	2	3
	CO2:	2	2	3	3	2	3				2	2	3
	CO3:	2	2	3	3	2	3				2	2	3
	CO4:	2	3	2	2	2	2				2	2	3
	CO5:	2	3	2	2	2	2				2	2	3
Average		2.3	2.5	2	3	2	2				2	2	3

1: Weakly Demonstrate 2: Moderately Demonstrate 3: Strongly Demonstrate

**Program Specific
Outcomes (PSOs)**

(Sample)

Engineering Graduates will be able to:

1. **PSO₁:** To identify, formulate and analyze the problems in Electronics Engineering by using principles of Mathematics and Engineering fundamentals.
2. **PSO₂:** Applying Electronics Engineering knowledge to design a system, analyze and interpret data to obtain valid conclusions.
3. **PSO₃:** Use of various Simulation tools such as Tanner Tool, MATLAB, MULTISIM, ORCAD etc. for design and analysis of various systems.

Subject	Course Outcomes	Program specific outcomes		
		PSO ₁	PSO ₂	PSO ₃
<<Subject Name>>	CO ₁ :	2	2	2
	CO ₂ :	3	1	2
	CO ₃ :	2	3	3
	CO ₄ :	2	3	2
	CO ₅ :	3	3	3
	Average	2	3	2

Method of POs and PSOs Attainment Calculations

Calculation of POs and PSOs attainment for academic year 2018-19 onwards

S	TOOL	CATEGORY
1.	CO Attainment of all theory courses	Direct Assessment (50%)
2.	CO Attainment of all practical courses	
3.	Indirect 1: Feedback on Curriculum from Final year Students (Graduating) - 20% Indirect 2: Feedback on Curriculum from Teachers -20% Indirect 3: Feedback on Curriculum from HR/Employers of Students and External Mentors from Industry- 20%	Indirect Assessment (50%)

Direct Assessment Method (Through CO Attainment of all Courses)

Average Mapping Table (Targeted)

Semester	Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
1	Course 11	2.3	2.5	2.6	3	3			3		3	3	3	2	2	2
	:															
1	Lab Course 16	2.2	2.1	2.1	3	2			3	2						
1	:															
2	Course 21	3		3	3	3	2	2	2			2.3	2.5	2.6	3	3
2	:															
3	Course 31	3	3	3	2	2					1	2	1	1	2	2
3	:															
:																
:																
:																
8	Course 81	2	2	2	2			2	2	2	2	1	3	1	2	2
8	Course 89	2	3	2		2	2	2	2			1	1	1	2	2

Average Mapping Table (Achieved) (Direct)

Achieved mapping = (Average achieved level of course outcome) * Targeting mapping / 3 (maximum level of CO achieved = 3)

(Example: If CO achieved = 3 then mapping achieved = average mapping targeted)

Then if (CO achieved = 2.5) then mapping achieved = average mapping targeted * 2.5/3)

Semester	Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
1	Course 11	=2.3 *2.1 6/3														
	:															
1	Lab Course 16															
1	:															
2	Course 21															
2	:															
3	Course 31															
3	:															
:																
:																
8	Course 81															
8	Course 89															
Average PO Achieved (APA)		APA 1	APA 2	APA 3	APA 4	APA 5	APA 6	APA 7	APA 8	APA 9	APA 10	APA 11	APA 12	APS A 1	APS A 2	APS A 3

Indirect PO Attainment

S No.	Levels	Performance quality	Attainment of PO
1	Feedback Criteria ≤ 1	Unsatisfactory/ Does Not Meet Expectations	0
2	$1 \leq$ (Feedback Criteria) ≤ 2	Satisfactory/ Marginal Expectations	1
3	$2 \leq$ (Feedback Criteria) ≤ 3	Good/ Meets Expectation	2
4	$3 \leq$ (Feedback Criteria) ≤ 4	Excellent/Exceeds Expectations	3

Stakeholder's Feedback on Curriculum

Feedback Criteria	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	Attainment of PO (APO)
1	3	3	2	2			1	1	1	3	3	3	1	1	3	3
2	3	3													2	2
3			2	2	2	2	1	2	2	1	2	2	1	1	2	2
4	3	3	3	3	3	3	3	3	3					2	2	2
5										1	1	1	1	1	2	2
6	2	2	1	2	1	1	1	3	3	3	1	1	1	1	2	3
7					1	1					1			1	2	1
8	3	3	2	2			1	1	1	3	3	3	1	1	3	3
9	3	3													2	3
10			2	2	2	2	1	2	2	1	2	2	1	1	2	2
11	3	3	3	3	3	3	3	3	3					2	2	3
12										1	1	1	1	1	2	3
13	2	2	1	2	1	1	1	3	3	3	1	1	1	1	2	2
14	3	3	2	2			1	1	1	3	3	3	1	1	3	2

15	3	3													2	1
16			2	2	2	2	1	2	2	1	2	2	1	1	2	1
17	3	3	3	3	3	3	3	3	3					2	2	3
18	3	3	3	3	3	3	3	3	3					2	2	2
Average Attainment																

Method of Calculation

Step 1: Every Row Element -> Multiply attainment of PO (APO) value in each corresponding row element

Step 2: Every Row Element -> Divide by 3

Step 3: Every Column-> Take the sum of all elements in column (say X)

Step 4: Every Column -> count the number of none zero element (say N)

Step 5: Average Attainment value of PO[i] = X/N

Adopting the similar approach, one can find out the indirect feedback for other stakeholders on Curriculum

Indirect 1: Feedback on Curriculum from Final year Students (Graduating) – 20%

Indirect 2: Feedback on Curriculum from Teachers -20%

Indirect 3: Feedback on Curriculum from HR/Employers of Students and External Mentors from Industry- 20%

Indirect 4: Feedback on Curriculum from Alumni -20%

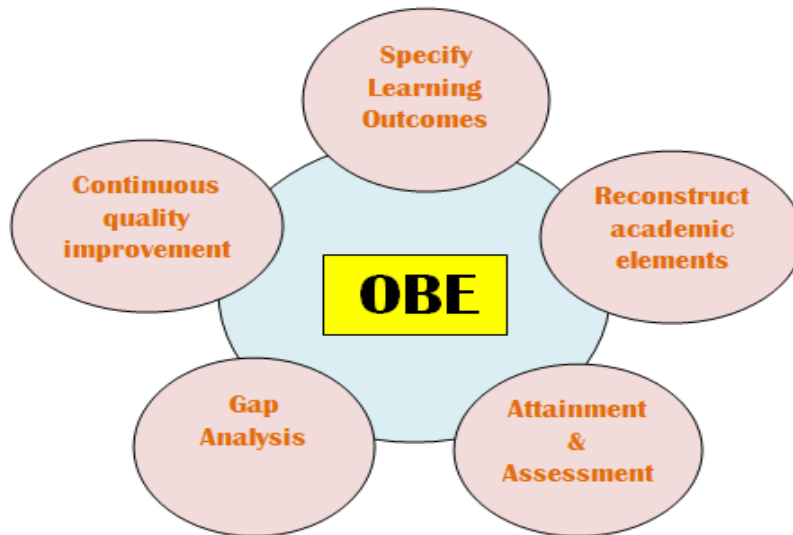
Indirect 5: Feedback from Co-curricular Activities- 20%

Final Calculations for PO/PSO attainment

Attainment	Weightage	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO 12	PS O1	PS O2	PS O3
Direct Attainment	0.5	2.4														
Indirect Attainment 1	0.1	2.5														
Indirect Attainment 2	0.1	2.6														
Indirect Attainment 3	0.1	2.8														
Indirect Attainment 4	0.1	2.4														
Indirect Attainment 5	0.1	2.3														
Weighted Average		2.46														

10. OBE Quality Management

The utility of Outcome Based Education (OBE) works as two edged sword in one hand it helps us to evaluate CO and PO attainment and on the other hand it guides us as to where the improvement in quality is required which creates a loop of feedback and prompt action for improvement.



The figure above sheds light on the process that needs to be followed in order to maintain the OBE quality cycle. In total, the main aim of the OBE architecture is to improve the quality of education and the product it produces in terms of high functioning students. The OBE quality cycle is the incessant progression of improving and evolving of educational programs ensuring industry demand and at the same time maintaining the standard of education.

11. Internal Quality Assurance Cell {IQAC} Manual on ERP Implementation

The calculation of CO/PSOs, PEOs attainment is all about compiling data as compiling attainment we need to input the marks question wise, of each & every single question, of each task included in each assessment component and this is done for all the enrolled students., handling this quantity of data manually is overwhelming and makes it more difficult.

To ease the task of calculation and make it error free the university has developed OBE software name (Cyborg ERP IQAC Software) that helps in calculating the attainments. As you will read further, you will find manual of the software, registration process, sample of PO attainment report, CO attainment report, Closure report and sample of summary sheet, all are systematically elaborated with screenshots wherever necessary.

Cyborg – ERP Login Process InWeb

Open any browser (like Google chrome etc.) & insert URL provided by your Administration.

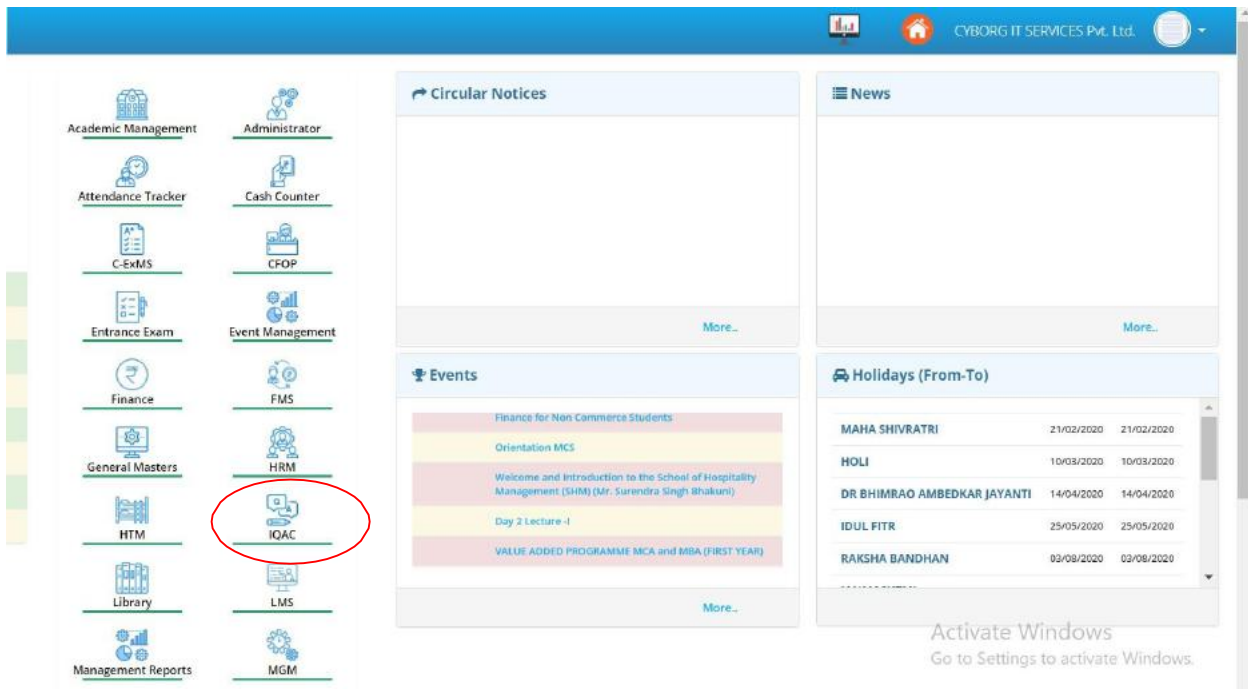
The screenshot shows a web-based login interface. At the top, there are two input fields: the first is labeled 'User ID' and has a small person icon to its left; the second is labeled 'Password' and has a magnifying glass icon to its left. Below these fields are two links: 'Forgot password?' and 'Forgot ID?'. A large green button with the word 'LOGIN' in white capital letters is centered below the links. At the bottom of the page, there is a logo for 'Cyborg-ERP' and the text 'Powered by Cyborg IT Services (P) Ltd.'

Login page will get open

Step 1: Enter the User ID.

Step2: Enter the password.

Step3: Click on Login Button.



After login above page will be visible click on IQAC.

OBE- Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment is planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels.

This ensures that a graduate not only possess a sound knowledge in the specific program they also can have a global mobility and acceptance.

IQAC stands for **Internal Quality Assurance Cell**. IQAC in any institution is a significant administrative body that is responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution or college.

1-Creation

1.1 PEO/PO/PSO Creation

PEO's (Programmed Educational Objectives)-This interface describes the career and professional accomplishments that programs are preparing graduates to attain within a few years of graduation.

Step1-Select the session, University, college, course type, course, branch (if any).

Step2 -Select the serial order of the Program like PEO₁, PEO₂ etc.

Step3 - Write the PEO's for the particular serial which you want to add.

Step 4 - Click on save button.

❖ **Please insert and delete CO details Order Wise SR. No.**

The information will be saved in the below PEO's details grid as shown in figure below:-

Session	College	Course	Even/Odd	Branch	S.R.No	PEO
2019-20		Bachelor of Business Admin			PEO 1	Graduate will compete on a global platform to career in the Management discipline
2019-20		Bachelor of Business Admin			PEO 2	Graduates will pursue higher education and/c graduation of their professional skills
2019-20		Bachelor of Business Admin			PEO 3	Graduate will communicate effectively and wi behaviour while working in diverse team
2019-20		Bachelor of Business Admin			PEO 4	Graduates will demonstrate concern for socie

NOTE-PEO/PO/PSO will always be deleted in descending order.

If you want to update PEO, double click on the particular row. It will appear in above PEO box. Make the necessary changes and click on update button.

Programme Educational Objective (PEO's)

Please Insert and Delete PEO Details Order Wise SR.No.

Session: 2019/20 University: [Redacted] College: [Redacted] Course Type: UG

Course: Bachelor of Business / Branch: -Select- S.R. No.: PEO1

PEO: Graduate will compete on a global platform to pursue a professional career in the Management d

Update

Session	Collage	Course	Even/Odd	Branch	S.R.No	PE
2019-20	[Redacted]	Bachelor of Business Admin			PEO 1	Graduate will compete on a global platform to pursue a professional career in the Management d
2019-20	[Redacted]	Bachelor of Business Admin			PEO 2	Graduates will pursue higher education after graduation of their professional course.
2019-20	[Redacted]	Bachelor of Business Admin			PEO 3	Graduate will communicate effectively and ethically while working in diverse teams.
2019-20	[Redacted]	Bachelor of Business Admin			PEO 4	Graduates will demonstrate concern for the environment and society.

PO's (Program outcome)

Program outcomes examine what a program or process is to do, achieve, or accomplish for its own improvement and/or in support of institutional or divisional goals: generally, numbers, needs, or satisfaction driven. They can address quality, quantity, fiscal sustainability, facilities and infrastructure, or growth.

Step1-Selectthesession, University, college, course type, course, branch (if any).

Step2-SelecttheserialorderoftheProgramlikePO1, PO2 etc.

Step3-WritethePOdetailsfortheparticularserialwhichyouwanttoadd.

Step4-Clickonsavebutton.

❖ Please insert and delete CO details Order Wise SR. No.

The information will be saved in the below PO's details grid as shown in figure below:-

IQAC | Outcome | PEO/PO/PSO Creation

Programme Educational Objective (PEO's) **Program Outcomes (PO's)** Program Specific Outcomes (PSO's)

Please Insert and Delete PO Details Order Wise SR.No.

Session: 2019/20 University: [Redacted] College: SHM Course Type: UG

Course: BACHELOR OF HOTEL MAN Branch: -Select- S.R. No.: PO1

PO's: Disciplinary Knowledge Details: apply the knowledge to perform work activities effectively and efficiently to the standards

Save

Session	Even/Odd	Branch	S.R.No	P.O.'s	PO Details
HOTEL MANU			PO1	Disciplinary Knowledge	Apply the knowledge to perform work activities effectively and efficiently to the standards expected in the operation required in the tourism industry/hospitality sectors.
HOTEL MANU			PO2	Problem Analysis and Critical Thinking	Analyse situation, identify problems, formulate solutions and implements corrective and/or mitigating measures and action management into foodservice and lodging operations.

-If you want to update PO's, double click on the particular row. It will appear in above detail box. Make the necessary changes and click on update button.

PSO's (Program Specific Outcomes)

These are **statements that define outcomes of a program which make students realize the fact that the knowledge and techniques learnt in this course has direct implication for the betterment of society and its sustainability.**

Step1 – Select the session, University, college, course type, course, branch (if any).

Step2 – Select the serial order of the Program like PSO1, PSO2 etc.

Step3 – Write the PSO details for the particular serial which you want to add.

Step4 – Click on save button.

❖ Please insert and delete CO details Order Wise SR. No.

The information will be saved in the below PSO's details grid as shown in figure below:-

The screenshot shows the 'Program Specific Outcomes (PSO's)' form in the IQAC system. The form includes fields for Session (2019/20), University, College, Course Type (uc), Course (BA (Hons.) Psychology), Branch, and S.R. No. (PSO2). The PSO description is 'to develop recognition of the neurobiological basis of...'. A green 'Save' button is circled in red. Below the form is a table titled 'PSO's Details' with columns for Session, College, Course, Even/Odd, Branch, S.R.No, PSO, and PEO.

	Session	College	Course	Even/Odd	Branch	S.R.No	PSO	PEO
	X	X	X	X	X	X	X	X
1	2019-20	SLA	BA (Hons.) Psychology			PSO1	To understand the concepts of basic psychological principles and laws for assessment of people	SHRIYA GOYAL
2	2019-20		BA (Hons.) Psychology			PSO2	To develop recognition of the neurobiological basis of psychological function and dysfunction	SHRIYA GOYAL
3	2019-20	SLA	BA (Hons.) Psychology			PSO3	To apply the skills gained during the course of study in clinical / industrial areas	SHRIYA GOYAL
4	2019-20	SLA	BA (Hons.) Psychology			PSO4	To analyze the etiology behind the major psychological issues encountered by people in the society	SHRIYA GOYAL

-If you want to update PSO's, double click on the particular row. It will appear in above detail box. Make the necessary changes and click on update button.

1.2 CO Creation

A course outcome basically describes what a faculty member will cover in a course. It describes the learning that will take place across the curriculum through concise statements, made in specific and measurable terms, of what students will know and/or be able to do as the result of having successfully completed a course.

Step1 – Select the session, University, college, course type, course, semester, branch (if any).

Step2 – Select the serial order of the Program like CO1, CO2 etc.

Step3 – Select the subject name.

Step4 – Write the CO details for the particular subject which you have selected.

Step5 – Click on save button.

❖ **Please insert and delete CO details Order Wise SR. No.**

The Course outcome will be saved in the below CO's details grid as shown in figure below: -

Course Subject Out Come

Please Insert and Delete CO Details Order Wise SR.No.

Session: 2019/20 University: [Redacted] College: [Redacted] Course Type: UG
Course: B.Pharm. Semester: 3 Branch: --Select-- S.R. No.: CO1
Subject: PHARMACEUTICAL MICROBIOLOGY - THEORY CO Details: Describe the cell culture technology and estimate the importance of application

Report Save

Course	Year/Sem	Branch	Subject	S.R.No	Code	C
Pharm.	3		PHARMACEUTICAL MICROBIOLOGY -	CO1	BP303T .1	Describe the cell culture technology e application in pharmaceutical industri

-If you want to update CO's, double click on the particular row. It will appear in above CO details box. Make the necessary changes and click on update button.

Course Subject Out Come

Please Insert and Delete CO Details Order Wise SR.No.

Session: 2019/20, University: [Redacted], College: [Redacted], Course Type: UG, Course: B.Pharm., Semester: 3, Branch: --Select--, S.R. No.: CO1, Subject: PHARMACEUTICAL MICROBIOLOGY - THEORY, CO Details: Describe the cell culture technology and estimate the importance of its application in pharmaceutical industries.

Report Update

College	Course	Year/Sem	Branch	Subject	S.R.No	Code	
x	x	x	x	x	x	x	
	B.Pharm.	3		PHARMACEUTICAL MICROBIOLOGY -	CD1	BP303T .1	Describe the cell application in pha

2 View/Lock

2.1 View CO

If you want to view the course subject outcome select the session, University, college, course type, course, branch(if any).

Note:-CO Verify right sare open only on HODs login while CO lock rights are open at dean/director end.

PO/PSO/PEO rights are open only for Dean/Directors/IQAC head.

The list of Course outcomes will appear in the below CO's details grid as shown in figure below:

The screenshot shows the 'View CO' interface. At the top, there's a navigation bar with 'IQAC | OutCome | View CO' and 'CYBORG IT SERVICES Pvt. Ltd.'. Below this, there are several dropdown menus for filtering: Session (2019/20), University, College, Course Type (UG), Course (B.Sc. (Hons.) BIO TECHN), Semester (2), Branch (--Select--), and S.R. No. (CO2). The Subject dropdown is set to 'ENGLISH COMMUNICATION (AECC-I)'. The main area contains a 'CO's Details' table with the following data:

	Session	College	Course	Year/Sem	Branch	Subject	S.R.No
1	2019-20		B.Sc. (Hons.) BIO TECHNOL	2		ENGLISH COMMUNICATION (AECC-I)	CO2

At the bottom of the table, there is an 'Export' button and pagination information: 'Page 1 of 1' and 'View 1 - 1 of 1'.

The Course outcome should have to be locked and verified once done in order to fix it, so that it cannot be change again and again as shown in figure below:-

The screenshot shows the 'View CO' interface with the 'CO's Details' table updated. The table now includes 'Verify' and 'Lock' columns. The data is as follows:

	Verify	Lock	Session	College	Course	Year/Sem	Branch	Subject	S.R.No	Code	
1	<input type="checkbox"/>	Verified	Lock	2019-20		Bachelor of Business Admin	2		Human Resource Management	CO1	BBA
2	<input type="checkbox"/>	Verified	Lock	2019-20		Bachelor of Business Admin	2		Human Resource Management	CO2	BBA
3	<input type="checkbox"/>	Verified	Lock	2019-20		Bachelor of Business Admin	2		Human Resource Management	CO3	BBA
4	<input type="checkbox"/>	Verified	Lock	2019-20		Bachelor of Business Admin	2		Human Resource Management	CO4	BBA

At the bottom of the interface, there are several buttons: 'Un-Verify', 'Un-Lock', 'RollBack CO', 'Verify', 'Lock', and 'Verify & Lock'. The pagination shows 'Page 1 of 1' and 'View 1 - 25 of 25'.

2.2 View PEO/PO/PSO

The screenshot shows the 'View PEO/PO/PSO' interface. At the top, there are tabs for 'Programme Educational Objective (PEO's)', 'Program Outcomes (PO's)', and 'Program Specific Outcomes (PSO's)'. The 'PEO's' tab is active. Below the tabs, there are several dropdown menus for filtering: Session (2019/20), University (redacted), College (redacted), Course Type (UG), Course (Bachelor of Business Admin), Even/Odd (EVEN), and Branch (-Select-). Below these filters is a table titled 'PEO's Details' with the following columns: session, college, course, Even/Odd, Branch, S.R.No, PEO, and PEO. The table contains four rows of data for the 2019-20 session, all for the Bachelor of Business Admin course. The PEO descriptions are: 1. Graduate will compete on a global platform to pursue their professional career in the Management discipline. 2. Graduates will pursue higher education and/or engage in continuous up-gradation of their professional skills. 3. Graduate will communicate effectively and will demonstrate professional behaviour while working in diverse team. 4. Graduates will demonstrate concern for society and environment.

In order to view PEO/PO/PSO: Select the session, University, college, course type, course, Even/odd branch (if any) The list of the PEO/PO/PSO will appear in the below grid as shown in figure below: -

The user should have to lock and verify the given PEO/PO/PSO one by one as shown in figure below:-

The user can also rollback the verified data if necessary.

This screenshot shows the same interface as the previous one, but with the 'Verify & Lock' button highlighted in green. The table below the filters is now highlighted in green, indicating that the data has been verified and locked. The table has the following columns: Verify & Lock, Batch, College, Course, Branch, S.R.No, and PEO. The data rows are: 1. Verified & Lock, 2019-20, M, Bachelor of Commerce (Hor, PEO1, Develop skills & attitude needed for critical thinking and adopting a comprehensive problem-solving approach in areas of commerce and management. 2. Verified & Lock, 2019-20, M, Bachelor of Commerce (Hor, PEO2, Demonstrate inclusive knowledge of areas related to banking, accou & taxation, finance for making a successful professional career in pr as well as govt. owned companies or becoming a successful entrepr. 3. Verified & Lock, 2019-20, M, Bachelor of Commerce (Hor, PEO3, Conduct themselves ethically in professional and personal life while informed decisions to deal with issues arising in business world. At the bottom of the interface, there are two buttons: 'Roll Back' (blue) and 'Verify & Lock' (green). The page number 'Page 1 of 1' and 'View 1-5 of 5' are also visible.

3- Mapping

(Program mapping) **facilitates the alignment of course-level outcomes with program outcomes.** It allows faculty to create a visual map of a program. It is also used to explore how students are meeting program-level outcomes at the course level. Outcomes mapping focuses on student learning.

3.1 CO/PO/PSO Mapping

Step1-Select the session, University, college, course type, course, semester, branch (if any).

Step2-Select the subject name.

The mapping details will be shown in the below grid:-

- Note:-1) Please insert mapping point carefully.
2) Click once II to enter mapping point.
3) Mapping point should be between 1 to 3

Step3-Click on save button.

Note -The Articulated average CO will be calculated on its own, once the user

CO-PO / CO-PSO Mapping

Section: 2917/18 University: [Redacted] College: [Redacted] Course Type: UG

Course: Bachelor of Business Administration Semester: 1 Branch: --Select-- Subject: Principles and Practice of Manag

CO/PO	CO Code	PO1	PO2	PO3	PO4	PO5	PO6
1	CO1	BBA-101.1	2	3	-	2	-
2	CO2	BBA-101.2	2	2	-	-	-
3	CO3	BBA-101.3	1	-	-	2	-
4	CO4	BBA-101.4	2	2	-	-	-
5	CO5	BBA-101.5	-	2	-	-	-
6	Articulated Average CO	1	-	-	-	-	-

CO-PSO Mapping

Justification

Save

clicks on save button.

❖ Update button is only visible to concerned faculty who has done the mapping earlier. When you click on save button you will receive a confirmation message.

Click on Ok button to save the mapping, else click on cancel button.

Are You Sure You Want To Save CO/PO/PSO's Mapping?

Cancel OK

CO-PO / CO-PSO Mapping

Session: 2017/18, University: [Redacted], College: [Redacted], Course Type: UG, Course: Bachelor of Business Administration, Semester: 1, Branch: --Select--, Subject: Principles and Practice of Management

CO/PO	CO Code	PO1	PO2	PO3	PO4	PO5	PO6
1	CO1	BBA-101.1	2	2	-	2	-
2	CO2	BBA-101.2	2	2	-	-	-
3	CO3	BBA-101.3	1	-	-	2	-
4	CO4	BBA-101.4	2	2	-	-	-
5	CO5	BBA-101.5	-	2	-	-	-
6	Articulated Average CO	1	-	-	-	-	-

CO-PSO Mapping

Justification

Save

CO/PO/PSO's Mapping Save Successfully .

OK

3.2 PO/PSO/PEOMAPPING

This interface is used for PO/PSO/PEO Mapping.

Step1-SelectBatch, University, College, Course type, Course, Branch (if any).

Step2 – Click on View button. PO/PSO-PEO mapping grid will open.

- Note:-1) Please insert mapping point carefully.
2) Click on cell to enter mapping point.
3) Mapping point should be between 1 to 3.

Step3 – Enter the justification if possible (Not mandatory).

PO/PSO - PEO Mapping

Note:- 1) Please insert mapping point carefully .
2) Click on cell to enter mapping point .
3) Mapping point should be between 1 to 3 .

Batch: 2019/20 University: [Redacted] College: [Redacted] Course Type: UG
Course: Bachelor of Business Administration Branch: --Select-- View

	PO/PSO	PEO1	PEO2	PEO3	PEO4	PEO5
1	PO1	1				
2	PO2	2				
3	PO3	3				
4	PO4					
5	PO5					
6	PO6					
7	PO7					
8	PO8					

Page 1 of 1 View 1 of 8

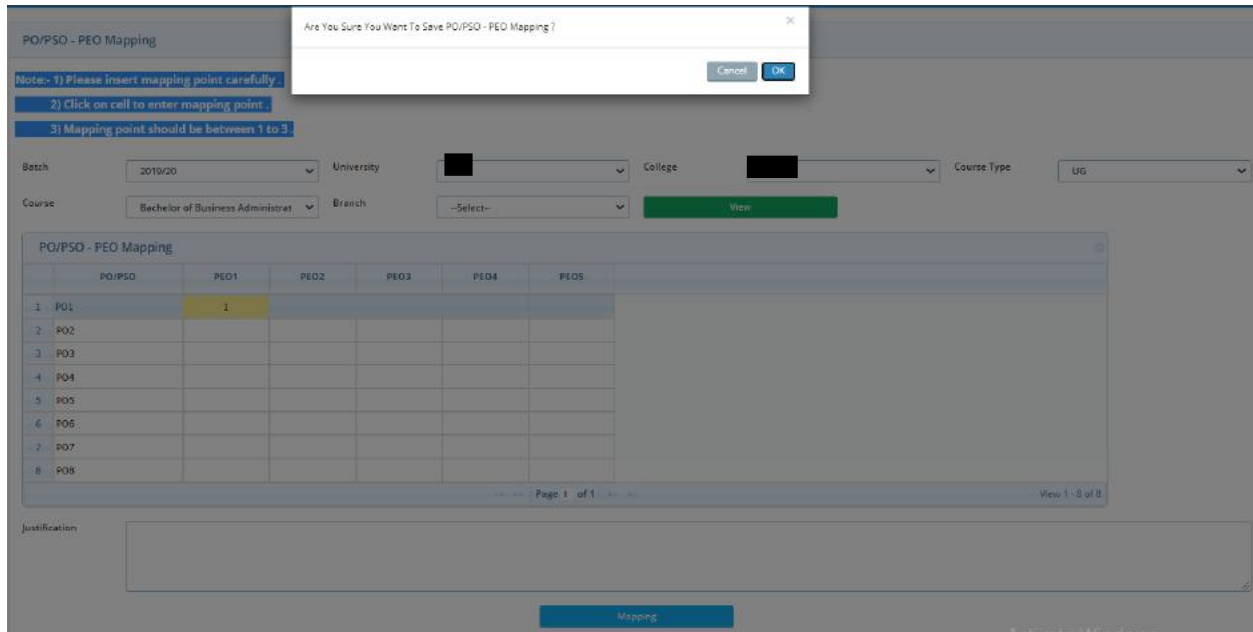
Justification

Mapping

Activate Windows
Go to Settings to activate Windows.

Step4 – Click on mapping button. A pop message will appear.

Step5 – Click on Ok button.



4- Admin

4.1 Subject Re-Assign

This interface is used to re-assign the IQAC subject to another employee.

Step1 – Select the session, university, college, course type, course, semester, branch (if any).

Step 2-Selectthenameofthesubjectforwhichyou want to re-assign.

Step3-Selectfromemployee –to employee.

Step4-Clickon Re-Assign button.

IQAC | Admin | Subject Re-Assign

Subject Re-Assign to Faculty

Session: 2019/20 University: [Redacted] College: FLCD Course Type: UG

Course: B.A.L.L.B.(Hons.) Semester: 3 Branch: --Select-- Subject: SPECIAL CONTRACT

From: SUSHWINDER SINGH : UU231617971 To: ALIKA SINGH : UU241617993

Re-Assign

4.2 Question Paper Transfer

This Form is use to transfer the question paper from one section to another only if you want to circulate the same paper.

IQAC | Admin | Q.P. Transfer

Transfer Q.P

From Subject

Session: 2021/22 University: [Redacted] College: [Redacted] Course Type: [Redacted]

Course: [Redacted] YearSem: [Redacted] Branch: [Redacted] Class Section: [Redacted]

Exam Type: --Select-- Sessional: [Redacted] Subject: [Redacted]

To Subject

Session: 2021/22 University: [Redacted] College: [Redacted] Course Type: [Redacted]

Course: [Redacted] YearSem: [Redacted] Branch: [Redacted] Transfer Class Section: [Redacted]

Subject

Page 1 of 0 No records to view

In from subject grid:-

Step1-Select the session, university, college, course type, course, semester, branch, class section.

Step2 – Select exam type method and Sessional.

Step3 – Select the name of the subject from which you want to transfer the question paper. In To subject grid:-

Step4 – Select the combination carefully in which you want to transfer the question paper.

Step5 – Select the transfer class section (use ctrl key to multi select).

Step6 – Click on Transfer button.

The question paper for that particular subject will be transferred to the other section/session/semester of the same/another class.

IQAC | Admin | Q.P. Transfer

Transfer Q.P.

From Subject

Session: 2018/19, University: [Redacted], College: [Redacted], Course Type: UG, Course: B.Sc. (Hons.) CHEMISTRY, Semester: 1, Branch: -Select-, Exam Type: Sessional, Subject: PHYSICAL CHEMISTRY-I

To Subject

Session: 2020/21, University: [Redacted], College: [Redacted], Course Type: UG, Course: B.Sc. (Hons.) CHEMISTRY, Semester: 3, Branch: -Select-, Transfer Class Section: [Redacted]

Subject

	Subject
<input type="checkbox"/>	INORGANIC CHEMISTRY-II
<input type="checkbox"/>	ORGANIC CHEMISTRY-II
<input checked="" type="checkbox"/>	PHYSICAL CHEMISTRY-III
<input type="checkbox"/>	BASIC MATHEMATICS & STATISTICS
<input type="checkbox"/>	ANALYTICAL CHEMISTRY & APPLICATIONS

Note : Please select record carefully. all previous question paper related data of selected class will be removed, then new record will be inserted.

Transfer

4.3 Online Marks Transfer

This interface is used to transfer online marks to IQAC.

The screenshot shows the 'Online Marks Transfer' interface. It features two main filter panels: 'Online Exam Filter' and 'IQAC Filter'. Both panels include dropdown menus for Session, University, College, Course, Branch, and Exam Type, along with text input fields for Exam Schedule, Course Type, Year / Sem, and Class Section. Below each filter panel is a 'View' button and a table titled 'Online Exam Subject List' and 'IQAC Subject List' respectively. The tables have columns for Subject, Subject Type, Subject Code, and No. of Q. A 'Transfer' button is positioned at the bottom center of the interface.

Step1 – From **Online Exam Filter** grid, Select Session & University.

Step2 – Select Exam schedule from which the user wants to transfer the marks.

Step3 – Select College, Course Type, Course, Year/Sem and branch (if any).

Step4 – Select Exam Type as **MCQ/Subjective**.

Step5 – Click on view button to view the subject.

From **Online Exam Subject list**, select subject whose marks have to be transferred to IQAC. Now,

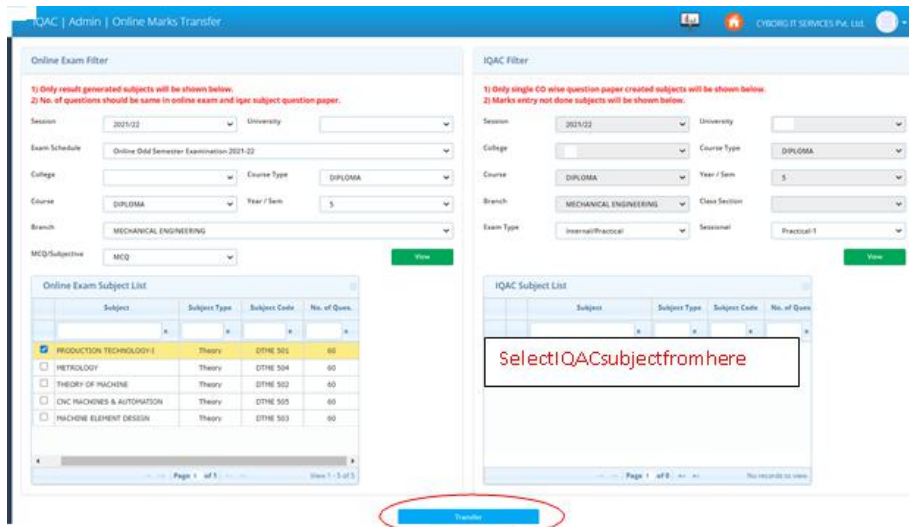
Step6 – From **IQAC filter** grid select the exam type (like Sessional, TA, Internal Practical, End term etc.) in which the marks has to be transferred to.

Step7 – Click on **view** button to view the IQAC subject list

(If any of the subject is not visible then please check whether Subject weightage is assigned or not)

Step8 – Select the same subject from **IQAC Subject list**.

Step9 – Click on **Transfer** Button to transfer the marks from Online (MCQ/Subjective) to IQAC.



4.4 Subject Weightage Assign

From this interface IQAC weightage is assigned to the subjects.

Step1 – Select Session, University, College, Course type, Course, Year/Sem, branch (if any).

Step2 – Select Exam type.

Step3 – From the right side of the grid select the subject in which the weight age is to be assigned.

Step4 – Enter Weightage in %.

Step5 – Click on **Save** Button.

The save data will be shown in the below saved grid as shown in figure below: -

If the user wants to delete the data then he/she should have to click on **delete** icon.

IQAC Weightage Assign

Session: 2021/22 University: College: Course Type: UG Course: Bachelor of Business Administration Semester: 2 Branch: Exam Type: Sessional Sessional: Sessional-1 Weightage in %: 20 **Save**

Delete	Subject	SubjectCode	Subject Type	Exam Type	Sessional
	Marketing Management	BBA-201	Theory	Sessional	Sessional-1
	Human Resource Management	BBA-202	Theory	Sessional	Sessional-1
	Environmental Studies	BBA-205	Theory	Sessional	Sessional-1
	Constitution of India and Human Rigt	BBA-204 (G2)	Theory	Sessional	Sessional-1
	Business Finance	BBA-203	Theory	Sessional	Sessional-1

Delete

4.5 Placement/High Study

This interface is used to **save** and **view** the record of batch wise placement and high study counter.

Step1 – Select University, College, Course Type, Course, Branch (if any).

Step2 – Select the **batch** and enter the **placement** and **high study** counter.

Step3 – Click on **Save** button to save the data as shown in figure below:-

IQAC | Admin | Placement/High Study

Placement / High Study

University: College: Course Type: Course: Branch: Batch: Placement: High Study: **Save**

Update	Batch	University	College	Course	Branch	Placement	High Study
	2017-2021	UII	FUEPS	B.Pharm.		80	8
	2017-2021	UII	SOA	B.Sc. (Hons.) AGRICULTURE		86	4
	2018-2021	UII	SALS	B.Sc. (Hons.) BIO TECHNOLOGY		27	4
	2018-2021	UII	SALS	B.Sc. (Hons.) CHEMISTRY		20	2
	2018-2021	UII	SALS	B.Sc. (Hons.) Food Technology		22	4
	2018-2021	UII	SALS	B.Sc. (Hons.) MATHEMATICS		32	2
	2018-2021	UII	SALS	B.Sc. (Hons.) PHYSICS		15	2







The user may also update the record, for that he/she should have to click on **update** button as shown in figure below:-

IQAC | Admin | Placement/High Study

Placement / High Study

University: College: Course Type: UG Course: B.Pharm.

Branch: Batch: 2017-2021 Placement: 40 High Study: 8

Batch Wise Place/High Study Counter								
	Update	Batch	University	College	Course	Branch	Placement	High Study
1		2017-2021	UU	FGPS	B.Pharm.		40	8
2		2017-2021	UU	SOA	B.Sc. (Hons.) AGRICULTURE		86	4
3		2018-2021	UU	SALS	B.Sc. (Hons.) BIO TECHNOLOGY		27	4
4		2018-2021	UU	SALS	B.Sc. (Hons.) CHEMISTRY		20	2
5		2018-2021	UU	SALS	B.Sc. (Hons.) Food Technology		22	4
6		2018-2021	UU	SALS	B.Sc. (Hons.) Information Technology		95	9

4.6 MCQP. & Marks transfer to IQAC

This interface is used to transfer MCQ Question paper and Marks to IQAC directly.

Step1-From **Online Exam Filter** grid, Select Session & University.

Step2-Select Exam schedule from which the user wants to transfer the QP & Marks.

Step3-Select College, Course Type, Course, Year/Sem and branch (if any).

Step4-Select Exam Type as **MCQ**.

Step5-Click on view button to view the subject.

From **Online Exam Subject** list, select subject whose marks have to be transferred to IQAC. Now,

Step 6-From **IQAC filter** grid select the exam type (like Sessional, TA, Internal Practical, End term etc.) in which the marks has to be transferred to.

Step7-Click on view button to view the IQAC subject list

Step8-Select the same subject from **IQAC Subject** list.

Online Exam Filter

Session: 2021/22 University: [Redacted]
 Exam Schedule: Online Odd Semester Examinat College: [Redacted]
 Course Type: UG Course: B.Pharm.
 Semester: 3 Branch: [Redacted]
 Type: MCQ

Note :- Subject shows in which the result has been generated.

	Subject	Subject Code
1	<input checked="" type="checkbox"/> PHARMACEUTICAL ORGANIC CHEMISTRY II - THEORY	BP301T
2	<input type="checkbox"/> PHYSICAL PHARMACEUTICS I - THEORY	BP302T
3	<input type="checkbox"/> PHARMACEUTICAL MICROBIOLOGY - THEORY	BP303T
4	<input type="checkbox"/> PHARMACEUTICAL ENGINEERING - THEORY	BP304T
5	<input type="checkbox"/> COMMUNICATION SKILLS-THEORY	BP305TLE

Page 1 of 1 View 1-5 of 5

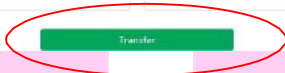
IQAC Filter

Session: 2021/22 University: [Redacted]
 College: [Redacted] Course Type: UG
 Course: B.Pharm. Year/Sem: 3
 Branch: [Redacted] Exam Type: Sessional
 Sessional: Sessional-1

Note :- IQAC Subject shows in which the paper is not made.

	Subject	Subject Code	Question	Marks Entry
1	<input checked="" type="checkbox"/> PHARMACEUTICAL ORGANIC CHEMISTRY II - THEORY	BP301T	Designed	Marks Entered
2	<input type="checkbox"/> PHYSICAL PHARMACEUTICS I - THEORY	BP302T	Designed	Marks Entered
3	<input type="checkbox"/> PHARMACEUTICAL MICROBIOLOGY - THEORY	BP303T	Designed	Marks Entered
4	<input type="checkbox"/> PHARMACEUTICAL ENGINEERING - THEORY	BP304T	Designed	Marks Entered
5	<input type="checkbox"/> PHARMACEUTICAL ORGANIC CHEMISTRY II - PRACTICAL	BP305P	Not Design	Pending

Page 1 of 1 View 1-11 of 11



Step9- Click on **Transfer** Button to transfer the QP & Marks from Online (MCQ) to IQAC.

5- Q.P. Design

5.1 Q.P. Configuration

Q.P. Configuration

Please Right Click On Particular Subject For Q.P. Configuration

Session: [Redacted] University: [Redacted] College: [Redacted] Course Type: [Redacted]
 Course: [Redacted] Year/Sem: [Redacted] Branch: [Redacted] Class Section: [Redacted]
 Exam Type: [Redacted] Sessional: [Redacted]

Step1- Select the session, university, college, course type, course, year/semester, branch (if any).

Step2- Select exam type.

Subject list along with the status of the question paper will appear in the below grid.

The complete status of the particular subject will be shown in the below grid like the CO-Verify/lock.

IQAC | Q.P. Design | Q.P. Configuration

Q.P. Configuration

Please Right Click On Particular Subject For Q.P. Configuration

Session: 201718 University: [Redacted] College: [Redacted] Course Type: UG

Course: Bachelor of Business Administration Semester: 1 Branch: --Select-- Class Section: [Redacted]

Exam Type: Sessional Sessional: Sessional-1

	Subject Code	Subject Type	CO Verify / Lock	Format	Design	Mapping	Duration (In Hours)	MarksEntry
1	BBA-101	Theory	Verify / Lock	Not Created	Not Designed	Not Mapped	Pending	Not Marks Entered
2	BBA-102	Theory	Non-Verify	Not Created	Not Designed	Not Mapped	Pending	Not Marks Entered
3	BBA-103	Theory	Non-Verify	Not Created	Not Designed	Not Mapped	Pending	Not Marks Entered
4	BBA-104 (G1)	Theory	Non-Verify	Not Created	Not Designed	Not Mapped	Pending	Not Marks Entered
5	BBA-105	Theory	Non-Verify	Not Created	Not Designed	Not Mapped	Pending	Not Marks Entered

Page 1 of 1 View 1 - 5 of 5

Step3- Right Click on the particular subject for Q.P. Configuration.

IQAC | Q.P. Design | Q.P. Configuration

Q.P. Configuration

Please Right Click On Particular Subject For Q.P. Configuration

Session: 201718 University: [Redacted] College: [Redacted] Course Type: UG

Course: Bachelor of Business Administration Semester: 1 Branch: --Select-- Class Section: [Redacted]

Exam Type: Sessional Sessional: Sessional-1

Subject	Subject Code	Subject Type	CO Verify / Lock	Format	Design	Mapping	Duration (In Hours)	MarksEntry
1 Principles and Practice of Management	BBA-101	Theory	Verify / Lock	Not Created	Not Designed	Not Mapped	Pending	Not Marks Entered
2 Business Environment	BBA-102	Theory	Non-Verify	Not Created	Not Designed	Not Mapped	Pending	Not Marks Entered
3 Financial Accounting	BBA-103	Theory	Non-Verify	Not Created	Not Designed	Not Mapped	Pending	Not Marks Entered
4 Business Economics	BBA-104 (G1)	Theory	Non-Verify	Not Created	Not Designed	Not Mapped	Pending	Not Marks Entered
5 Business Communication	BBA-105	Theory	Non-Verify	Not Created	Not Designed	Not Mapped	Pending	Not Marks Entered

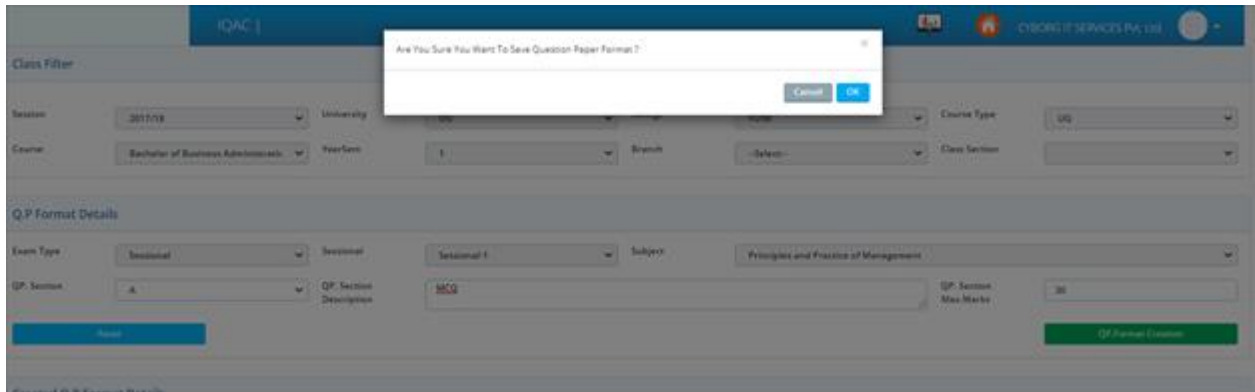
Page 1 of 1 View 1 - 5 of 5

5.1a Q.P. Format Creation

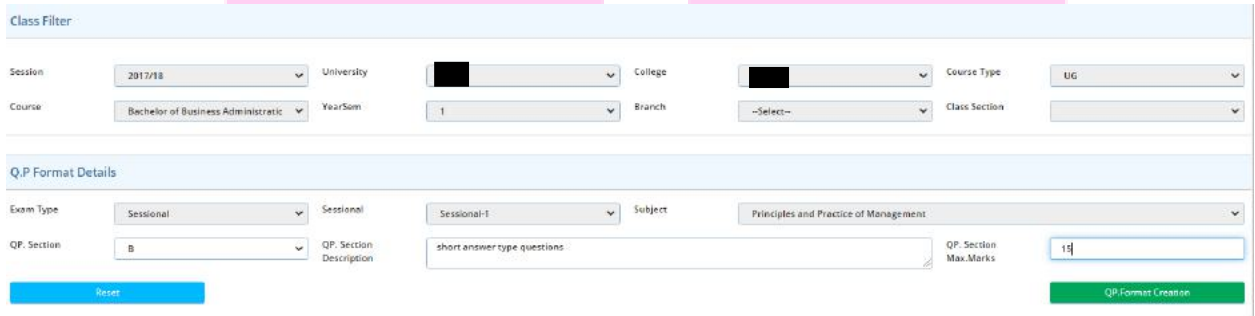
Step1 – Select the QP. Section as A,B etc.

Step2 – Enter QP. Section description and QP. Section max. Marks.

Step3 – Click on Q.P. format Creation.



Similarly, if the question paper consists of section B, C, D.... then the user should have to select QP Section B, enter the QP. Section description and marks and click on QP. Section Creation.



If the user wants to **update** the QP. Format Creation, then he/she should have to double click on the particular subject from the created QP. Format Details.

Make the necessary changes and click on delete button.

Class Filter

Session: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG
 Course: Bachelor of Business Administration Year Sem: 1 Branch: --Select-- Class Section: [Redacted]

Q.P Format Details

Exam Type: Sessional Sessional: Sessional-1 Subject: Principles and Practice of Management
 QP Section: A QP Section Description: MCQ QP Section Max.Marks: 30

[Reset](#) [Update](#)

Created Q.P Format Details

Session	College / Course / Year-Sem / Branch / Section	Exam Type	Sessional	Subject	Section	Section	Section Description
1	2017-18 FJIM / Bachelor of Business Administration / 1 Semester / N/A / N/A	Sessional	Sessional-1	Principles and Practice of Management	A	30	MCQ
2	2017-18 FJIM / Bachelor of Business Administration / 1 Semester / N/A / N/A	Sessional	Sessional-1	Principles and Practice of Management	B	15	short answer type questions
3	2017-18 FJIM / Bachelor of Business Administration / 1 Semester / N/A / N/A	Sessional	Sessional-1	Principles and Practice of Management	C	20	Long answer type questions

If user wants to **delete** the saved data, then he/she should have to select the subject from the created QP. Format details and click on delete icon.

Class Filter

Session: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG
 Course: Bachelor of Business Administration Year Sem: 1 Branch: --Select-- Class Section: [Redacted]

Q.P Format Details

Exam Type: Sessional Sessional: Sessional-1 Subject: Principles and Practice of Management
 QP Section: A QP Section Description: MCQ QP Section Max.Marks: 30

[Reset](#) [Update](#)

Created Q.P Format Details

Session	College / Course / Year-Sem / Branch / Section	Exam Type	Sessional	Subject	Section	Section	Section Description
1	2017-18 FJIM / Bachelor of Business Administration / 1 Semester / N/A / N/A	Sessional	Sessional-1	Principles and Practice of Management	A	30	MCQ
2	2017-18 FJIM / Bachelor of Business Administration / 1 Semester / N/A / N/A	Sessional	Sessional-1	Principles and Practice of Management	B	15	short answer type questions
3	2017-18 FJIM / Bachelor of Business Administration / 1 Semester / N/A / N/A	Sessional	Sessional-1	Principles and Practice of Management	C	20	Long answer type questions

Page 1 of 1 View 1 - 3 of 3

5.1b QP. Design

In this interface format is created where the user should have to select the QP. Format.

Step1 – Select the QP Section.

Case 1 – If the question paper consists of MCQ type Questions:

Step2 - Select the question as 1.

Step3 – In same next question box enter the total count of MCQ questions like 30, 60 etc.

Step4 – Select one question from the question list or the user may select multiple questions if the CO, Bloom taxonomy and common marks are same.

The screenshot displays a software interface for designing a Question Paper (QP). It is divided into several sections:

- Class Filter:** Contains dropdown menus for Session (2017/18), University, College, Course Type (UG), Course (Bachelor of Business Administration), YearSem (1), Branch, Exam Type (Sessional), and Subject (Principles and Practice of Management).
- Question Details:** Includes dropdowns for QP Section (A), Question (1), and Part. A text box for 'Same Next Question' contains the value '30', and a yellow box indicates 'Section Max. Marks > 30'.
- Question List:** A table with columns for Question, Part, and Sub-Part. It lists 10 questions, each with a checkbox and a small 'x' icon. The table is currently showing page 1 of 0.
- Question Wise CO / Bloom Level / Marks:** A section for mapping questions to COs. It includes a 'CO Mapping' dropdown (set to 'Select options'), 'Common Bloom Level', and 'Common Marks' fields. Below are two empty tables: 'Question Wise CO's' and 'Added Question Wise CO's', both with columns for Question, Part, Sub-Part, CO, Bloom Taxonomy, and Marks. Both tables show 'Page 1 of 0' and 'No records to view'.

At the bottom, there are two buttons: 'Reset' (red) and 'Design' (green).

Class Filter

Session: 201718 University: [Redacted] College: [Redacted] Course Type: UG
 Course: Bachelor of Business Administration YearSem: 1 Branch: --Select-- Class Section: [Redacted]
 Exam Type: Sessional Sessional: Sessional.1 Subject: Principles and Practice of Management

Question Details

QP Section: A Question: 1 Part: [Redacted]
 Sub-Part: [Redacted] Same Next Question: 30 Section Max. Marks: 30

Question List

Question	Part	Sub-Part
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Page 1 of 0 View 1 - 30 of 30

Question Wise CO / Bloom Level / Marks

CO Mapping: CO1, Common Bloom Level: Ap, Common Marks: 1

Question Wise CO's

CO	Bloom Taxonomy	Marks
CO1	Ap	1

Page 1 of 0 View 1 - 1 of 1

Added Question Wise CO's

Question	Part	Sub-Part	CO	Bloom Taxonomy	Marks
----------	------	----------	----	----------------	-------

Page 1 of 0 No records to view

Reset Design

Course: Bachelor of Business Administration YearSem: 1 Branch: --Select-- Class Section: [Redacted]
 Exam Type: Sessional Sessional: Sessional.1 Subject: Principles and Practice of Management

Question Details

QP Section: A Question: 5 Part: [Redacted]
 Sub-Part: [Redacted] Same Next Question: 30 Section Max. Marks: 30

Question List

Question	Part	Sub-Part
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Page 1 of 0 View 1 - 30 of 30

Question Wise CO / Bloom Level / Marks

CO Mapping: CO2, Common Bloom Level: Ap, Common Marks: 1

Question Wise CO's

CO	Bloom Taxonomy	Marks
CO2	Ap	1

Page 1 of 0 View 1 - 1 of 1

Added Question Wise CO's

Question	Part	Sub-Part	CO	Bloom Taxonomy	Marks
1			CO1	Ap	1
2			CO2	Ap	1
3			CO2	Ap	1
4			CO2	Ap	1

Page 1 of 0 View 1 - 6 of 6

Reset Design

Step5 – Click on arrow button to add the questions CO wise.

Step6 – Select the data and click on design button.

When the user clicks on design button a confirmation message will appear. Click on ok button to save the data.

The saved data will be shown in the below Created Question Details grid as shown in Figure below:-The user may also update the data from the saved grid.

Class Filter

Session: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG

Course: Bachelor of Business Administration Year/Sem: 1 Branch: --Select-- Class Section: [Redacted]

Exam Type: Sessional Sessional: Sessional-1 Subject: Principles and Practice of Management

Question Details

Q# Section: A Question: [Redacted] Part: [Redacted]

Sub-Part: [Redacted] Same Next Question: [Redacted] Section Max. Marks: 30

Question Wise CO / Bloom Level / Marks

CO Mapping: CO3 Common Bloom Level: [Redacted] Common Marks: [Redacted]

Reset Design

Created Question Details

	Update	Session	Section	Q.No.	Part	Sub-Part	CO/BL/Marks	ExamType	Sessional	College / Course / Year/Sem / Branch / Section
1	<input type="checkbox"/> Update	2017-18	A	1			CO1 (AP) (1.0)	Sessional	Sessional-1	FUJIR / Bachelor of Business Administration / 1 Semester / N/A / N/A
2	<input type="checkbox"/> Update	2017-18	A	2			CO2 (AP) (1.0)	Sessional	Sessional-1	FUJIR / Bachelor of Business Administration / 1 Semester / N/A / N/A
3	<input type="checkbox"/> Update	2017-18	A	3			CO2 (AP) (1.0)	Sessional	Sessional-1	FUJIR / Bachelor of Business Administration / 1 Semester / N/A / N/A
4	<input type="checkbox"/> Update	2017-18	A	4			CO2 (AP) (1.0)	Sessional	Sessional-1	FUJIR / Bachelor of Business Administration / 1 Semester / N/A / N/A
5	<input type="checkbox"/> Update	2017-18	A	5			CO2 (AP) (1.0)	Sessional	Sessional-1	FUJIR / Bachelor of Business Administration / 1 Semester / N/A / N/A
6	<input type="checkbox"/> Update	2017-18	A	6			CO2 (AP) (1.0)	Sessional	Sessional-1	FUJIR / Bachelor of Business Administration / 1 Semester / N/A / N/A
7	<input type="checkbox"/> Update	2017-18	A	7			CO2 (AP) (1.0)	Sessional	Sessional-1	FUJIR / Bachelor of Business Administration / 1 Semester / N/A / N/A
8	<input type="checkbox"/> Update	2017-18	A	8			CO2 (AP) (1.0)	Sessional	Sessional-1	FUJIR / Bachelor of Business Administration / 1 Semester / N/A / N/A
9	<input type="checkbox"/> Update	2017-18	A	9			CO2 (AP) (1.0)	Sessional	Sessional-1	FUJIR / Bachelor of Business Administration / 1 Semester / N/A / N/A

Update – The user may also update the data from the saved grid.

Step1 – Click on update button. **Update question details** window gets open.

Step2 – The user may update the CO, Bloom taxonomy etc.

Step3 – Click on **update** button to save the data.

Class Filter

Session: 2017/18 University: [Redacted] Course: Bachelor of Business Administration YearSem: 1 Exam Type: Sessional Sessional: Sessional-1

Question Details

QP. Section: B Question: 2 Part: a Sub-Part: I Same Next Question: 4 **Section Max. Marks :- 15**

Question List

	<input type="checkbox"/>	Question	Part	Sub-Part
		<input type="text"/> x	<input type="text"/> x	<input type="text"/> x
1	<input type="checkbox"/>	2	a	I
2	<input type="checkbox"/>	2	a	II

Case2 – In case of either or.

Step1 – Select QP. Sections, question no., part a, subpart 1, same next question as 2.

Step2- Select the question and map them as per their Course outcome, Blooms and enter the marks.

Class Filter

Session: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG
 Course: Bachelor of Business Administration YearSem: 1 Branch: --Select-- Class Section: [Redacted]
 Exam Type: Sessional Sessional: Sessional-1 Subject: Principles and Practice of Management

Question Details

QP Section: B Question: 2 Part: a
 Sub-Part: I Same Next Question: 2 **Section Max. Marks :- 15**

Question List

Question	Part	Sub-Part
1	a	I
2	a	II

Question Wise CO / Bloom Level / Marks

CO Mapping: CO1 Common Bloom Level: Un Common Marks: 5

Question Wise CO's

CO	Bloom Taxonomy	Marks
CO1	Un	5

Step3 – Click on the arrow icon to add the data.

The added data will be shown in **Added question wise CO's** grid as shown in figure below:-

Class Filter

Session: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG
 Course: Bachelor of Business Administration YearSem: 1 Branch: --Select-- Class Section: [Redacted]
 Exam Type: Sessional Sessional: Sessional-1 Subject: Principles and Practice of Management

Question Details

QP Section: B Question: 2 Part: a
 Sub-Part: I Same Next Question: 2 **Section Max. Marks :- 15**

Question List

Question	Part	Sub-Part
1	a	I
2	a	II

Question Wise CO / Bloom Level / Marks

CO Mapping: CO1 Common Bloom Level: Un Common Marks: 5

Question Wise CO's

CO	Bloom Taxonomy	Marks
CO1	Un	5

Added Question Wise CO's

Question	Part	Sub-Part	CO	Bloom Taxonomy	Marks
2	a	I	CO1	Un	5

Step4 – Repeat the same for the next questions also-Add the data and click on **Design** button as shown in figure below

Course: Bachelor of Business Administration | Year/Sem: 1 | Branch: -Select- | Class Section: | Exam Type: Sessional | Sessional: Sessional-1 | Subject: Principles and Practice of Management

Question Details

QF.Section: B | Question: 2 | Part: c | Sub-Part: I | Same Next Question: 2 | **Section Max. Marks :- 15**

Question List

	Question	Part	Sub-Part
1	2	c	I
2	2	c	II

Question Wise CO / Bloom Level / Marks

CO Mapping: CO1 | Common Bloom Level: Un | Common Marks: 5

Question Wise CO's

	CO	Bloom Taxonomy	Marks
1	CO1	Un	5

Added Question Wise CO's

	Question	Part	Sub-Part	CO	Bloom Taxonomy	Marks
1	2	a	I	CO1	Un	5
2	2	a	II	CO1	Un	5
3	2	b	I	CO1	Un	5
4	2	b	II	CO1	Un	5

Are You Sure You Want To Save Question ?

Cancel OK

Design

Exam Type: Sessional | Sessional: Sessional-1 | Subject: Principles and Practice of Management

Question Details

QF.Section: B | Question: 2 | Part: c | Sub-Part: I | Same Next Question: 2 | **Section Max. Marks :- 15**

Question List

	Question	Part	Sub-Part
1	2	c	I
2	2	c	II

Question Wise CO's

	CO	Bloom Taxonomy	Marks
1	CO1	Un	5

Added Question Wise CO's

	Question	Part	Sub-Part	CO	Bloom Taxonomy	Marks
1	2	a	I	CO1	Un	5
2	2	a	II	CO1	Un	5
3	2	b	I	CO1	Un	5
4	2	b	II	CO1	Un	5

Similarly the user can also update the data once saved.



Session: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG
 Course: Bachelor of Business Administration Year/Sem: 1 Branch: [Redacted] Class Section: [Redacted]
 Exam Type: Sessional Sessional: Sessional-1 Subject: Principles and Practice of Management

Question Details

QP. Section: B Question: [Redacted] Part: [Redacted]
 Sub-Part: [Redacted] Same Next Question: [Redacted] **Section Max. Marks - 15**

Question Wise CO / Bloom Level / Marks

CO Mapping: CO1, Common Bloom Level: [Redacted] Common Marks: [Redacted]
 ↓ ↑

[Reset](#) [Design](#)

Created Question Details

	Update	Session	Section	Q.No.	Part	Sub-Part.	CO/BL/Marks	ExamType	Sessional	College / Course / Year-Sem / Branch / Section
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1	Update	2017-18	B	2	a	I	CO1 (UN) (5.0)	Sessional	Sessional-1	FUJIM / Bachelor of Business Administration / 1 Semester / N/A / N/A
2	Update	2017-18	B	2	a	II	CO1 (UN) (5.0)	Sessional	Sessional-1	FUJIM / Bachelor of Business Administration / 1 Semester / N/A / N/A
3	Update	2017-18	B	2	b	I	CO1 (UN) (5.0)	Sessional	Sessional-1	FUJIM / Bachelor of Business Administration / 1 Semester / N/A / N/A
4	Update	2017-18	B	2	b	II	CO1 (UN) (5.0)	Sessional	Sessional-1	FUJIM / Bachelor of Business Administration / 1 Semester / N/A / N/A

Case 3- In case of attempt any 4 out of 5 questions:-

Step1 – Select QP. Section.

Step2 – Select the question number.

Step3 – Select the part as ‘a’ and same next questions as ‘5’.

Question list will appear.

Step4 – Select the question.

Class Filter

Session	<input type="text" value="2017/18"/>	University	<input type="text" value="████████"/>
Course	<input type="text" value="Bachelor of Business Administrati"/>	YearSem	<input type="text" value="1"/>
Exam Type	<input type="text" value="Sessional"/>	Sessional	<input type="text" value="Sessional-1"/>

Question Details

QP. Section	<input type="text" value="C"/>	Question	<input type="text" value="3"/>	Part	<input type="text" value="a"/>
Sub-Part	<input type="text"/>	Same Next Question	<input type="text" value="5"/>	Section Max. Marks :- 20	

Question List

	<input type="checkbox"/>	Question	Part	Sub-Part
		<input type="text" value=""/> x	<input type="text" value=""/> x	<input type="text" value=""/> x
1	<input type="checkbox"/>	3	a	
2	<input type="checkbox"/>	3	b	
3	<input type="checkbox"/>	3	c	
4	<input type="checkbox"/>	3	d	
5	<input type="checkbox"/>	3	e	

From the right side grid map select the CO and Bloom for that question.

Step5 – Enter the common marks.

The user can also change the marks and Bloom from the question wise CO grid.

Step6 – Click on **arrow** icon to add the data.

Class Filter

Session: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG
 Course: Bachelor of Business Administration YearSem: 1 Branch: --Select-- Class Section: [Redacted]
 Exam Type: Sessional Sessional: Sessional-1 Subject: Principles and Practice of Management

Question Details

QP-Section: C Question: 3 Part: a
 Sub-Part: [Redacted] Same Next Question: 5 **Section Max. Marks :- 20**

Question List

Question	Part	Sub-Part
1	a	
2	b	
3	c	
4	d	
5	e	

Question Wise CO / Bloom Level / Marks

CO Mapping: CO2, Common Bloom Level: Ap, Common Marks: 5

Question Wise CO's

CO	Bloom Taxonomy	Marks
CO2	Ap	5

Added Question Wise CO's

Question	Part	Sub-Part	CO	Bloom Taxonomy	Marks
No records to view.					

Step7 – Click on **design** button to Design the particular section. The user may also update and delete the save data.

Class Filter

Session: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG
 Course: Bachelor of Business Administration YearSem: 1 Branch: --Select-- Class Section: [Redacted]
 Exam Type: Sessional Sessional: Sessional-1 Subject: Principles and Practice of Management

Question Details

QP-Section: C Question: [Redacted] Part: [Redacted]
 Sub-Part: [Redacted] Same Next Question: [Redacted] **Section Max. Marks :- 20**

Question Wise CO / Bloom Level / Marks

CO Mapping: CO2, Common Bloom Level: [Redacted], Common Marks: [Redacted]

Buttons: Reset Design

Created Question Details

	Update	Session	Section	Q.No.	Part	Sub-Part	CO/BL/Marks	ExamType	Sessional	College / Course / Year-Sem / Branch / Section
1	<input type="checkbox"/> Update	2017-18	C	3	a		CO2 (AP) (5.0)	Sessional	Sessional-1	FUJIM / Bachelor of Business Administration / 1 Semester / N/A / N/A
2	<input type="checkbox"/> Update	2017-18	C	3	b		CO2 (EV) (5.0)	Sessional	Sessional-1	FUJIM / Bachelor of Business Administration / 1 Semester / N/A / N/A
3	<input type="checkbox"/> Update	2017-18	C	3	c		CO2 (AP) (5.0)	Sessional	Sessional-1	FUJIM / Bachelor of Business Administration / 1 Semester / N/A / N/A
4	<input type="checkbox"/> Update	2017-18	C	3	d		CO2 (EV) (5.0)	Sessional	Sessional-1	FUJIM / Bachelor of Business Administration / 1 Semester / N/A / N/A
5	<input type="checkbox"/> Update	2017-18	C	3	e		CO2 (AP) (5.0)	Sessional	Sessional-1	FUJIM / Bachelor of Business Administration / 1 Semester / N/A / N/A

5.1c QP. Mapping

In this interface question paper mapping is done on the basis of question paper description.

The screenshot shows the 'Question Mapping' interface with the following filter settings:

- Session: 2017/18
- University: [Redacted]
- College: [Redacted]
- Course Type: UG
- Course: Bachelor of Business Administratio
- YearSem: 1
- Branch: --Select--
- Class Section: [Empty]
- Exam Type: Sessional
- Sessional: Sessional-1
- Subject: Principles and Practice of Management
- QP. Section: [Dropdown menu with options A, B, C]
- Operation: --Select--

The screenshot shows the 'Question Mapping' interface with the following filter settings:

- Session: 2017/18
- University: [Redacted]
- College: [Redacted]
- Course Type: UG
- Course: Bachelor of Business Administratio
- YearSem: 1
- Branch: --Select--
- Class Section: [Empty]
- Exam Type: Sessional
- Sessional: Sessional-1
- Subject: Principles and Practice of Management
- QP. Section: A
- Operation: Mapping

Below the filters, there are two 'Question Mapping' grids. The left grid has columns for Q.No., Part, and Sub-Part. The right grid has columns for Q.No., Part, and Sub-Part. A 'Condition' dropdown menu is open, showing options: OR, OR, Any, Compulsory, and Multiple Choice (selected). A 'Map' button is visible below the dropdown.

Case1 - Multiple Choice Questions

Step1 – Select QP. Section A.

Step2 – Select the operation as Mapping.

Step3 – From Question mapping grid, select the questions.

Step4 – Select the Condition as Multiple Choice. (Description is not mandatory).

Step5 – Click on **Map** button.

Question Mapping

Session: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG

Course: Bachelor of Business Administratic YearSem: 1 Branch: -Select- Class Section: [Redacted]

Exam Type: Sessional Sessional: Sessional-1 Subject: Principles and Practice of Management

QP. Section: A Operation: Mapping

Question Mapping

	<input checked="" type="checkbox"/>	Q.No.	Part	Sub-Part.
1	<input checked="" type="checkbox"/>	1		
2	<input checked="" type="checkbox"/>	2		
3	<input checked="" type="checkbox"/>	3		
4	<input checked="" type="checkbox"/>	4		
5	<input checked="" type="checkbox"/>	5		
6	<input checked="" type="checkbox"/>	6		
7	<input checked="" type="checkbox"/>	7		
8	<input checked="" type="checkbox"/>	8		
9	<input checked="" type="checkbox"/>	9		
10	<input checked="" type="checkbox"/>	10		
11	<input checked="" type="checkbox"/>	11		

Condition: Multiple Choice

Description: [Text Area]

	<input type="checkbox"/>	Q.No.	Part	Sub-Part.
	<input type="checkbox"/>			
	<input type="checkbox"/>			
	<input type="checkbox"/>			
	<input type="checkbox"/>			
	<input type="checkbox"/>			
	<input type="checkbox"/>			
	<input type="checkbox"/>			
	<input type="checkbox"/>			
	<input type="checkbox"/>			
	<input type="checkbox"/>			
	<input type="checkbox"/>			

Case II-Either Or

Step1 – Select QP. Section B.

Step2 – Select the operation as Mapping. From Question Mapping grid,

Step3 – From the left grid the user should have to select upper questions of **OR** mapping and from the right grid select the lower questions of OR mapping. Same questions could not be selected from both the grid.

Step4 – Select the QP. Section Condition as OR. (Description is not mandatory).

Step5 – Click on **Map** button.

Question Mapping

Session: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG
 Course: Bachelor of Business Administration YearSem: 1 Branch: --Select-- Class Section: [Redacted]
 Exam Type: Sessional Sessional: Sessional-1 Subject: Principles and Practice of Management
 QP. Section: B Operation: Mapping

Question Mapping

<input type="checkbox"/>	Q.No.	Part	Sub-Part.
<input type="checkbox"/>	x	a	x
<input checked="" type="checkbox"/>	2	a	I
<input type="checkbox"/>	2	a	II

Condition: OR

Description: [Empty]

Map



Question Mapping

Session: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG
 Course: Bachelor of Business Administration YearSem: 1 Branch: --Select-- Class Section: [Redacted]
 Exam Type: Sessional Sessional: Sessional-1 Subject: Principles and Practice of Management
 QP. Section: B Operation: Mapping

Question Mapping

<input type="checkbox"/>	Q.No.	Part	Sub-Part.
<input checked="" type="checkbox"/>	2	b	I
<input type="checkbox"/>	2	b	II

Condition: OR

Description: [Empty]

Map



Case III – Attempt any 4 questions from the following.

Step1 – Select QP. Section C.

Step2 – Select the operation as Mapping.

Step3 – From Question mapping grid, select the questions.

Step4 – Select the Condition as any. (Description is not mandatory).

Step5 – Enter the no. of questions as

Step6 – Click on Map button.

Question Mapping

Session: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG
 Course: Bachelor of Business Administration Year/Sem: 1 Branch: --Select-- Class Section: [Redacted]
 Exam Type: Sessional Sessional: Sessional-1 Subject: Principles and Practice of Management
 QP Section: C Operation: Mapping

Question Mapping

<input checked="" type="checkbox"/>	Q.No.	Part	Sub-Part.
<input checked="" type="checkbox"/>	3	a	
<input checked="" type="checkbox"/>	3	b	
<input checked="" type="checkbox"/>	3	c	
<input checked="" type="checkbox"/>	3	d	
<input checked="" type="checkbox"/>	3	e	

Condition: Any
 No. of Question: 4
 Description: [Empty]
 Map

The saved data will be shown in the below Mapped questions grid.

Course: Bachelor of Business Administration Year/Sem: 1 Branch: --Select-- Class Section: [Redacted]
 Exam Type: Sessional Sessional: Sessional-1 Subject: Principles and Practice of Management
 QP Section: [Empty] Operation: Mapping

Question Mapping

Condition: Any
 No. of Question: [Empty]
 Description: [Empty]
 Map

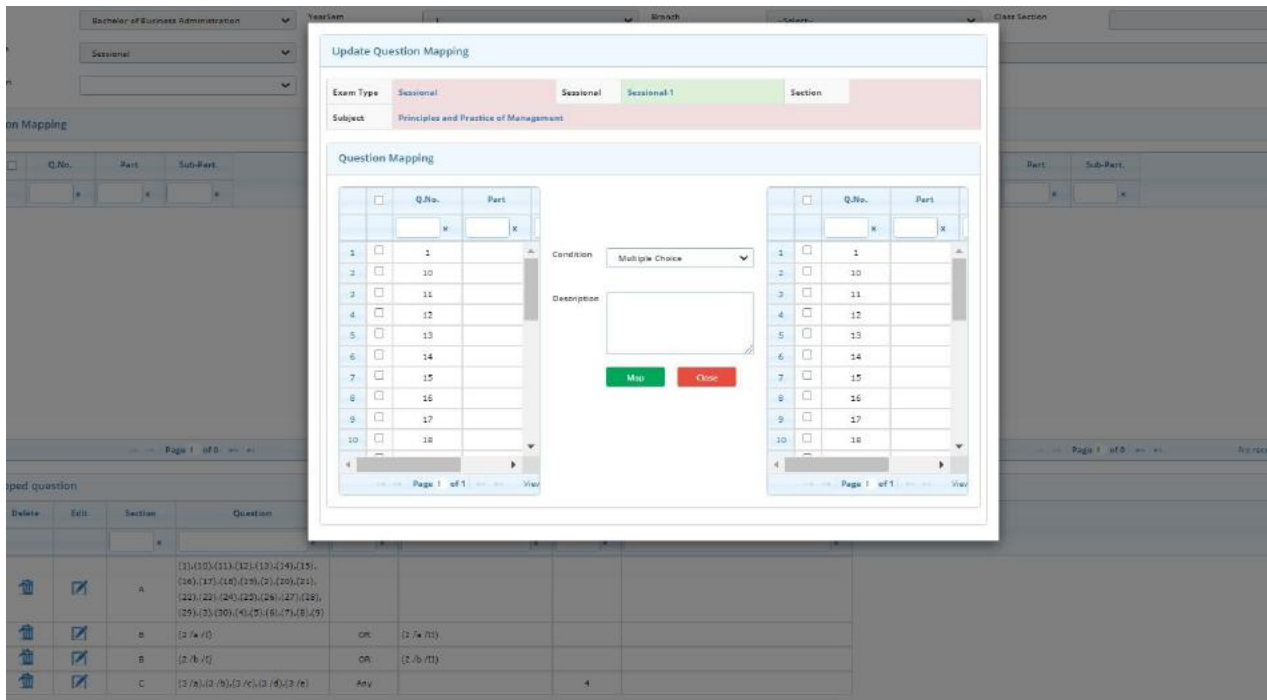
Page 1 of 0 No records to view

Page 1 of 0 No records to view

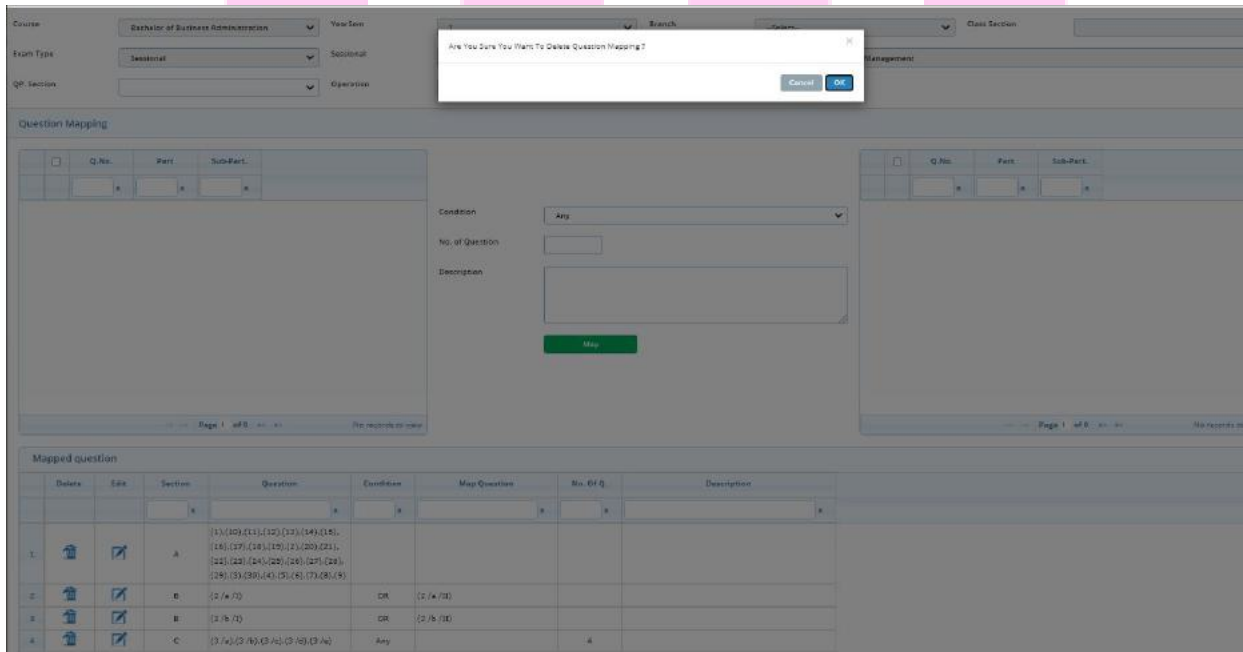
Mapped question

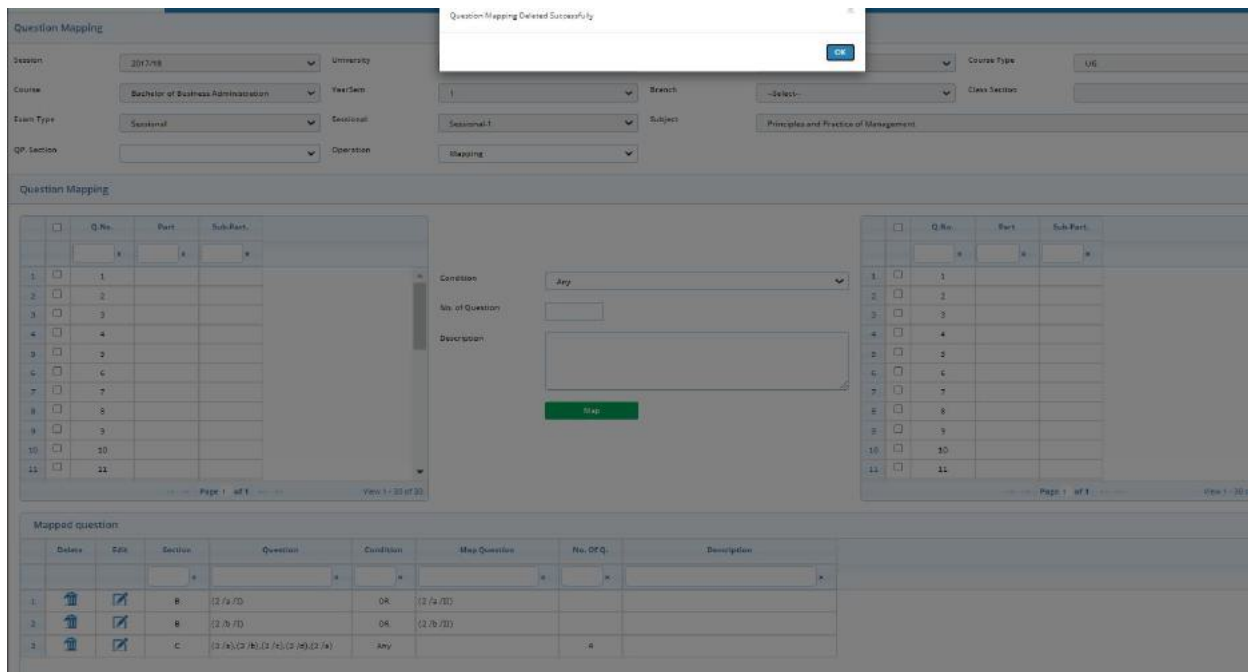
Delete	Edit	Section	Question	Condition	Map Question	No. Of Q.	Description
		A	(1),(10),(11),(13),(15),(14),(15), (16),(17),(18),(19),(20),(21), (22),(23),(24),(25),(26),(27),(28), (29),(30),(31),(32),(33),(34),(35)				
		B	(2),(2),(2)	OR	(2),(2),(2)		
		B	(2),(2),(2)	OR	(2),(2),(2)		
		C	(2),(2),(2),(2),(2),(2),(2),(2),(2),(2)	Any		4	

The user can also update and delete the saved data from the Mapped Question grid.



Click on delete icon to delete the record.





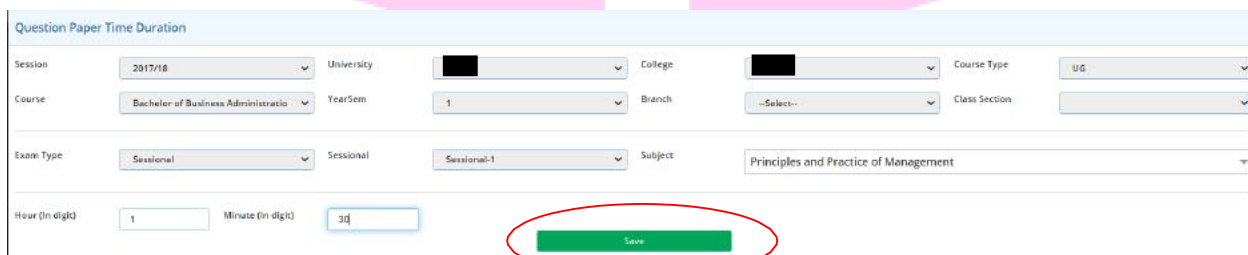
5.1d QP. Duration

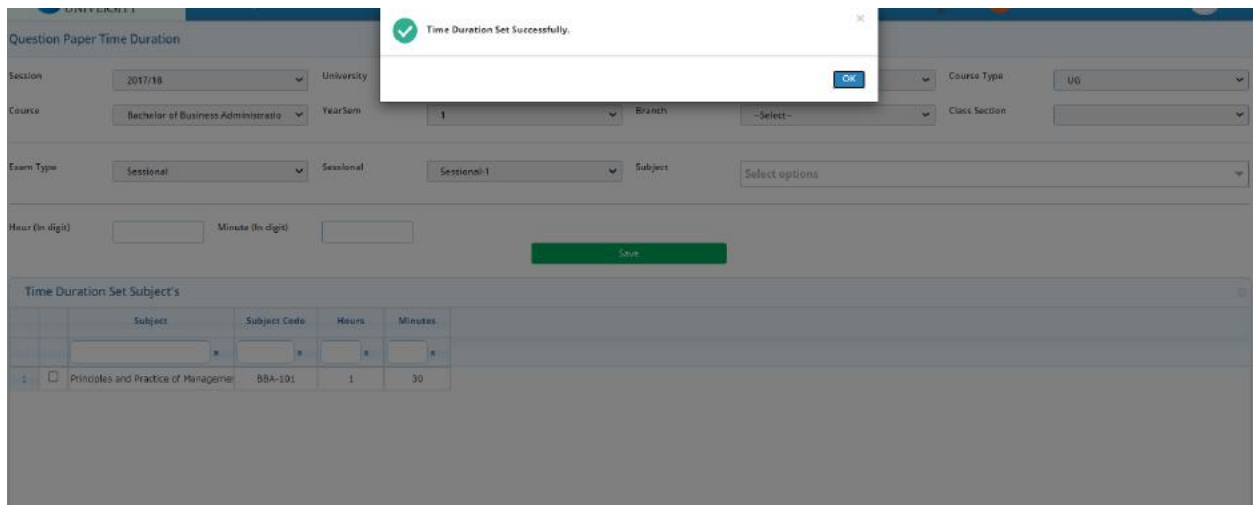
This interface is used to set the time duration of the Question paper.

Step1 – Select the subject from the grid.

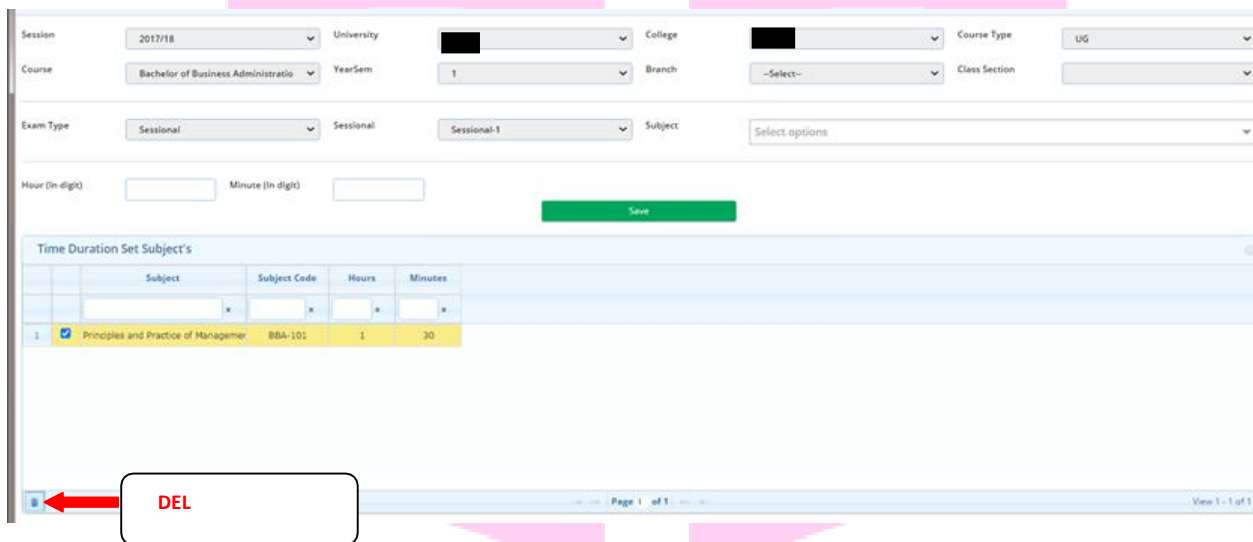
Step2 – Enter the Time of the paper.

Step3 – Click on save button to set the time.





In case the user wants to delete the data, for that select the subject from the **Time duration Set Subject's** grid and click on **delete** icon.



5.1e QP. Report

Click on **Report** button to generate the report.

Paper Structure

Session: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG

Course: Bachelor of Business Administration Year/Sem: 1 Branch: --Select-- Class Section: [Redacted]

Exam Type: Sessional Sessional: Sessional-1 Subject: Principles and Practice of Management

Report

1 of 2 ? Find | Next

Format Question Paper
Sessional Sessional-1

Session: -2017-18 Year/Sem :-1 Class Section :-N/A
Course :- Bachelor of Business Administration Branch :- N/A
Subject :- Principles and Practice of Management Subject Code :- BBA-101
Time :- 1:30 Hours Max. Marks :- 65

Section-A
MCQ

Q.	Question	CO	BL	Marks
Multiple choice questions				
1	1	CO1	AP	1.0
2	2	CO2	AP	1.0
3	3	CO2	AP	1.0
4	4	CO2	AP	1.0
5	5	CO2	AP	1.0
6	6	CO2	AP	1.0
7	7	CO2	AP	1.0
8	8	CO2	AP	1.0
9	9	CO2	AP	1.0
10	10	CO3	AP	1.0
11	11	CO3	AP	1.0
12	12	CO3	AP	1.0

Shipping Tool

View

Pending **Done**

Student's Details		
<input type="checkbox"/>	RollNo	Student Name
<input checked="" type="checkbox"/>	170800001	AAYUSH SRIVASTAVA
<input type="checkbox"/>	170800002	ABHINAV
<input type="checkbox"/>	170800003	ABHISHEK YADAV
<input type="checkbox"/>	170800004	ADITI SRIVASTAVA
<input type="checkbox"/>	170800005	ADITYA KUMAR SINGH
<input type="checkbox"/>	170800006	AKANSHA
<input type="checkbox"/>	170800007	AKASH GHAI
<input type="checkbox"/>	170800008	AKASH KUMAR
<input type="checkbox"/>	170800009	AKSHAY
<input type="checkbox"/>	170800010	AKSHITA SHUKLA
<input type="checkbox"/>	170800011	AKSHU LAMBA
<input type="checkbox"/>	170800012	AL SHAFIQ ISLAM
<input type="checkbox"/>	170800013	ALPIA ANSARI
<input type="checkbox"/>	170800014	ALOK SINGH
<input type="checkbox"/>	170800015	ALWESH ARDOOTH
<input type="checkbox"/>	170800016	AMAN AGGARWAL
<input type="checkbox"/>	170800017	AMAN DANIEL
<input type="checkbox"/>	170800018	AMAN DEEP CHOUBEY
<input type="checkbox"/>	170800019	AMAR KUMAR

Page 1 of 1 View 1 - 165 of 165

Attendance Present

Marks Entry of (AAYUSH SRIVASTAVA)							
<input type="checkbox"/>	Section	Question	Q. Marks	Q. CD	Q. BT	Obtained Marks	
<input type="checkbox"/>	A	21	2.0	CO3	AP	1	
<input type="checkbox"/>	A	22	1.0	CO3	AP	0	
<input type="checkbox"/>	A	23	1.0	CO3	AP	0	
<input type="checkbox"/>	A	24	1.0	CO3	AP	0	
<input type="checkbox"/>	A	25	1.0	CO3	AP	1	
<input type="checkbox"/>	A	26	1.0	CO3	AP	0	
<input type="checkbox"/>	A	27	1.0	CO3	AP	1	
<input type="checkbox"/>	A	28	1.0	CO3	AP	0	
<input type="checkbox"/>	A	29	1.0	CO3	AP	0	
<input type="checkbox"/>	A	30	1.0	CO3	AP	0	
<input type="checkbox"/>	B	31-I	5.0	CO1	URN	3	
<input type="checkbox"/>	B	31-II	5.0	CO1	URN	-	
<input type="checkbox"/>	B	32-I	5.0	CO1	URN	-	
<input type="checkbox"/>	B	32-II	5.0	CO1	URN	2	
<input type="checkbox"/>	C	33	5.0	CO3	URN	1	
<input type="checkbox"/>	C	34	5.0	CO3	URN	2	
<input type="checkbox"/>	C	35	5.0	CO3	URN	3	
<input type="checkbox"/>	C	36	5.0	CO3	URN	2	
<input type="checkbox"/>	C	37	5.0	CO3	URN	3	
<input type="checkbox"/>	C	38	5.0	CO3	URN	-	
<input type="checkbox"/>	C	39	5.0	CO3	URN	2	

Page 1 of 1 View 1 - 39 of 39

Bulk Delete Shipping Tool Save Update Delete

Step1 – Click on **View** Button. Student list will appear in student details grid.

Step2 – Select individual student from the student details grid. In right side of the grid question wise configuration of question paper is opened where marks entry has to be done.

Step3 – Select the attendance of the student as Absent/Present.

Step4 – Enter question wise marks.

- ❖ If any question is not attempted but is compulsory then the marks are given accordingly i.e., for not attempted=0.
- ❖ If any question is optional enter (-).
- ❖ Blank will not be accepted in any case.

Step5 – Click on **save** button to save the marks.

Course: Bachelor of Business Administration | Year/Sem: 1 | Branch: --Select-- | Class Section: --Select--
 Exam Type: Sessional | Sessional: Sessional-1 | Subject: Principles and Practice of Management

View

Pending Done

Attendance Present

Student's Details

RollNo	StudentName
170800001	AAVUSH SRIVASTAVA
170800002	ABHINAV
170800003	ABHESHEK YADAV
170800004	ADITI SRIVASTAVA
170800005	ADITYA KUMAR SINGH
170800006	AKANSHA
170800007	AKASH GHAI
170800167	AKASH KUMAR
170800009	AKSHAY
170800010	AKSHITA SHUKLA
170800168	AKSHU LAMBA
170800011	AL SHARAF ISLAM
170800012	ALPIA ANSARI
170800013	ALOK SINGH
170800014	ALWISH ABOOTH
170800015	AMAN AGGARWAL
170800016	AMAN DANIEL
170800019	AMAN DEEP CHOUBEY

Page 1 of 1 | View 1 - 165 of 165

Save Delete

Marks Entry of Roll No. (170800001) (AAVUSH SRIVASTAVA)

Section	Question	Q. Marks	Q. CO	Q. BT	Obtained Marks
A	21	1.0	CO3	AP	1
A	22	1.0	CO3	AP	0
A	23	1.0	CO3	AP	0
A	24	1.0	CO3	AP	0
A	25	1.0	CO3	AP	1
A	26	1.0	CO3	AP	0
A	27	1.0	CO3	AP	1
A	28	1.0	CO3	AP	0
A	29	1.0	CO3	AP	0
A	30	1.0	CO3	AP	0
B	2+1	5.0	CO1	UN	3
B	2+1	5.0	CO1	UN	-
B	2+1	5.0	CO1	UN	-
B	2+1	5.0	CO1	UN	2
C	3-a	5.0	CO3	UN	1
C	3-b	5.0	CO3	UN	2
C	3-c	5.0	CO3	UN	3
C	3-d	5.0	CO3	UN	-
C	3-e	5.0	CO3	UN	2

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Save Update Delete

Update: Click on Update button to update the marks.

Session: 2019/20 | University: [Redacted] | College: [Redacted] | Course Type: BBA

Course: Bachelor of Business Administration | Year/Sem: 2 | Branch: --Select-- | Class Section: --Select--
 Exam Type: Sessional | Sessional: Sessional-1 | Subject: Marketing Management

View

Pending Done

Attendance Present

Student's Details

RollNo	StudentName
190800001	AAKASH RANA
190800002	ABHESHEK GHOSHAL
190800003	ABHESHEK KUMAR
190800004	ABHESHEK SINGH KASAT
190800005	AJAL, HEMMA
190800006	ADARSH CHAUDHARY
190800007	ADITI SINGH
190800008	ADITYA MEHRA
190800009	AJAY ANAND SINGH
190800010	AJAY KASAT
190800011	AKASH BUDHOTE
190800012	AKASH SHARMA
190800014	AMAN PRINSHA
190800016	ANISHA KASAT
190800017	ANISHA RANA
190800018	ANJANESH KATHI
190800019	ANITA
190800020	ANKIT KUMAR

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Save Update Delete

Marks Entry of Roll No. (190800001) (AAKASH RANA)

Section	Question	Q. Marks	Q. CO	Q. BT	Obtained Marks
A	1-a	1.0	CO2	AN	0.5
A	1-b	1.0	CO3	RE	0.0
A	1-c	1.0	CO1	AP	0.5
A	1-d	1.0	CO5	AN	0.0
A	1-e	1.0	CO3	UN	0.0
A	1-f	1.0	CO4	UN	0.5
A	1-g	1.0	CO1	RE	0.0
A	1-h	1.0	CO2	RE	0.5
B	2-a	1.5	CO1	UN	-
B	2-b	1.5	CO3	AN	1.0
B	2-c	1.5	CO4	BU	-
B	2-d	1.5	CO3	UN	1.0
C	3-a	3.0	CO1	AP	-
C	3-b	3.0	CO2	AN	2.0

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Save Update Delete

Delete: Click on **delete** button to delete the marks.

3.3 If question is not attempted or optional or any or multiple choice, please enter (0/0) only.

Session: 2018/20 University: [redacted] College: [redacted] Course Type: UG

Course: Bachelor of Business Administration Year/Sem: 2 Branch: -Select- Class Section: [redacted]

Exam Type: Sessional Sessional: Sessional.1 Subject: Marketing Management

View

Student's Details

RollNo	StudentName
1908000001	AKASH KUMAR
1908000002	ABHISHEK CHAUDHARI
1908000003	ABHISHEK KUMAR
1908000004	ABHISHEK SINGH BANAT
1908000005	ACHAL MISHRA
1908000006	ADARSH CHAUDHARY
1908000007	ADITI SINGH
1908000008	ADITYA KUMAR
1908000009	AJAY PRATAP SINGH
1908000010	AJAY SINGH
1908000011	AKASH BUDHNOT
1908000012	AKASH SHARMA
1908000013	AKASH PRASAD
1908000014	AKASH KUMAR
1908000015	AKSHAY KUMAR
1908000016	AKSHAY KUMAR
1908000017	AKSHAY KUMAR
1908000018	AKSHAY KUMAR
1908000019	AKSHAY KUMAR
1908000020	AKSHAY KUMAR

Attendance: Present

Marks Entry of Roll No. (1908000005) (ACHAL MISHRA)

Section	Question	Q Marks	Q_CD	Q_XF	Obtained Marks
A	1-4	1.0	CO1	AM	0.0
A	1-5	1.0	CO1	RF	0.0
A	1-6	1.0	CO1	AP	0.0
A	1-7	1.0	CO1	AM	0.0
A	1-8	1.0	CO1	UN	0.0
A	1-9	1.0	CO1	UN	0.0
A	1-9	1.0	CO1	RF	0.0
A	1-9	1.0	CO1	RF	0.0
B	2-4	1.5	CO1	UN	0.0
B	2-5	1.5	CO1	AM	0.0
B	2-6	1.5	CO1	RF	0.0
B	2-7	1.5	CO1	UN	0.0
C	3-4	3.0	CO1	AP	0.0
C	3-5	3.0	CO1	AM	0.0

Save Update **Delete**

5.1g View QP. Marks entry

View IQAC Marks Entry

Session: 2017/18 University: [redacted] College: [redacted] Course Type: UG

Course: Bachelor of Business Administration Year/Sem: 1 Branch: -Select- Class Section: [redacted]

Exam Type: Sessional Sessional: Sessional.1 Subject: Principles and Practice of Management

View

Student List

RollNo	StudentName	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Marks :-	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
2	BT :-	AP	AP	AP	AP	AP	AP	AP	AP	AP	AP	AP	AP	AP	AP
3	CO :-	CO1	CO2	CO2	CO2	CO2	CO2	CO2	CO2	CO2	CO2	CO3	CO3	CO3	CO3
4	#001 AARYUSH SRIVASTAVA	1.0	1.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0
5	#002 ABHENA V	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
6	#003 ABHISHEK YADAV	A	A	A	A	A	A	A	A	A	A	A	A	A	A
7	#004 ADITI SRIVASTAVA	A	A	A	A	A	A	A	A	A	A	A	A	A	A
8	#005 ADITYA KUMAR SINGH	A	A	A	A	A	A	A	A	A	A	A	A	A	A
9	#006 AKANSHA	A	A	A	A	A	A	A	A	A	A	A	A	A	A
10	#007 AKASH GHAI	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
11	#167 AKASH KUMAR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	#009 AKSHAY	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	#010 AKSHITA SHUKLA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	#166 AKSHU LAMBA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	#011 AL SHAFIQ ISLAM	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	#012 ALFIA ANSARI	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	#013 ALOK SINGH	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	#014 ALWESH ABOOTH	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Export Page 1 of 1 View 1 - 102 of 100

Click on **view** button to view the Q.P. Marks entry of students.

5.2 CO and Bloom Weightage

This interface is used to view CO Weightage percentage and Bloom weightage Percentage.

Step1 – Select University, college, course type, course.

Step2 – Select the Batch.

Step3 – Select Year/Semester.

Step4 – Select Exam type and Sessional.

CO AND Bloom Weightage Percentage

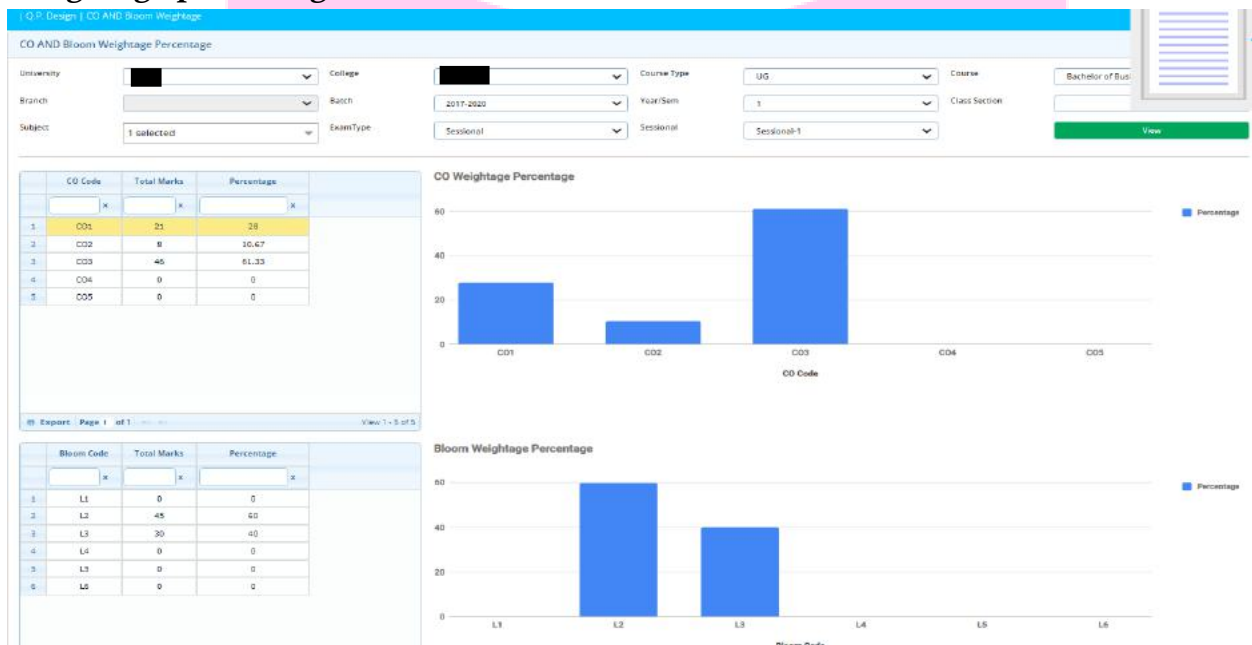
University: [Redacted] College: [Redacted] Course Type: UG Course: Bachelor of Business Administration

Branch: [Redacted] Batch: 2017-2020 Year/Sem: 1 Class Section: [Redacted]

Subject: 1 selected ExamType: Sessional Sessional: Sessional-1

View

Step 5 – Click on view button to view the CO Weightage Percentage and Bloom Weightage percentage.



5.3 CO Attainment Generate

This interface is used to generate the CO Attainment.

Step1 – Select University, College, Course Type, Course, Year/ Semester.

Step2 – Select Batch, Exam Type, Sessional.

Step3 – Select the **subject** from the subject drop down.

The screenshot shows the 'CO Attend Percentage' form. The 'Subject' dropdown menu is open, displaying a list of subjects: Principles and Practice of Management (checked), Business Environment, Financial Accounting, Business Economics, and Business Communication. The 'Generate' button is highlighted in green.

Step4 – Click on **Generate** Button to generate the CO Attainment.

The screenshot shows the 'CO Attend Percentage' form after the 'Generate' button has been clicked. A confirmation message 'Attainment Generated Successfully' is displayed in a white dialog box. The 'Generate' button is now greyed out. Below the form, a table displays the generated CO Attainment data.

	College	Course	YearSem	Subject	Code
1	PJDR	Bachelor of Business Admin	1	Principles and Practice of Management	BBM-101

5.4 CO Attainment

This interface is used to view the CO Attainment.

Step1 – Select University, College, Course Type, Course, Year/Semester.

Step2 – Select Batch, Exam Type, Sessional.

Step3 – Select the **subject** from the subject drop down.

The screenshot shows the 'CO Attend Percentage' form with the following fields and values: University (redacted), College (redacted), Course Type (UG), Course (Bachelor of Business Administration), Branch (redacted), Batch (2017-2020), Year/Sem (1), Class Section (redacted), Subject (Principles and Practice of Management), Exam Type (Sessional), and Sessional (Sessional-1). A dropdown menu for the Subject field is open, listing: Principles and Practice of Management, Business Entrepreneur, Financial Accounting, Business Economics, and Business Communication. A green 'View' button is visible at the bottom right of the form.

Step4 – Click on **View** button to view the CO Attainment.

The screenshot shows the 'CO Attainment' table with the following data:

StudentID	Name	1-	2-	2-a-I	2-a-II	2-b-I	2-b-II	3-	3-a-
00092	BHIVA SINGH	A	A	A	A	A	A	A	A
00090	LONEESH SINGH RAWAT	A	A	A	A	A	A	A	A
00098	MD SERAJ ALAM	A	A	A	A	A	A	A	A
00099	AKSHAY	A	A	A	A	A	A	A	A
00064	MUJANI CHIKOLA	1.00	1.00	3.00			5.00	1.00	5.00
00117	VIPASHA THAPA	A	A	A	A	A	A	A	A
00100	SHRISHTEE MOURYA								
00102	SHUBHAM TOMAR	A	A	A	A	A	A	A	A
00042	KAJAL BELWAL	1.00	1.00	0.00		3.00		1.00	3.00
00068	PARAMJEET KAUR	1.00	1.00	3.00		2.00		1.00	4.00
00118	VISHAKHA NEGI	A	A	A	A	A	A	A	A
00052	NAHITA SISHY	1.00	1.00	3.00		2.00		1.00	3.00

5.5 Subject Weightage Assign

Weightage in marks in an exam is the quota assigned to a particular segment like 10% weightage would be given to the Sessional exam or 60% weightage is given to the end term exam etc. as per university criteria.

This interface is used to assign subject weightage.

Step1 – Select the session, University, College, course type, course, semester.

Step2 – Select the exam type from the drop down as Sessional, end term etc. one by one.

Step3 – from right side grid select the subject for which the user wants to assign the weightage.

Step4 – Enter the weightage percentage.

Step5 – Click on save button to save the data.

The screenshot shows the 'IQAC Weightage Assign' form. The form fields are: Session (2017/18), University (redacted), College (redacted), Course Type (UG), Course (Bachelor of Business Administration), Semester (1), Branch (-Select-), Exam Type (Sessional), and Sessional (Sessional-1). The Weightage in % field is empty. A 'Save' button is visible. On the right, there is a grid of subjects with checkboxes and columns for Subject and Code.

Delete	Subject	Subject Code	Exam Type	Sessional	Weightage
<input type="checkbox"/>					

Subject	Code
<input type="checkbox"/> Principles and Practice of Management	BBA-101
<input type="checkbox"/> Business Environment	BBA-102
<input type="checkbox"/> Financial Accounting	BBA-103
<input type="checkbox"/> Business Economics	BBA-104 (G1)
<input type="checkbox"/> Business Communication	BBA-105

The screenshot shows the 'IQAC Weightage Assign' form with a 'Weightage Assign Successfully' message box. The form fields are: Session (2017/18), University (redacted), College (redacted), Course Type (UG), Course (Bachelor of Business Administration), Semester (1), Branch (-Select-), Exam Type (Sessional), and Sessional (Sessional-1). The Weightage in % field is 10. A 'Save' button is visible. On the right, there is a grid of subjects with checkboxes and columns for Subject and Code.

Delete	Subject	Subject Code	Exam Type	Sessional	Weightage
<input type="checkbox"/>	Principles and Practice of Management	BBA-101	Sessional	Sessional-1	10
<input type="checkbox"/>	Business Environment	BBA-102	Sessional	Sessional-1	10
<input type="checkbox"/>	Financial Accounting	BBA-103	Sessional	Sessional-1	10
<input type="checkbox"/>	Business Economics	BBA-104 (G1)	Sessional	Sessional-1	10
<input type="checkbox"/>	Business Communication	BBA-105	Sessional	Sessional-1	10

6- Reports

6.1 Program/Course code

Here we can see that which program is offered in which year to which course along with the course code.

Step1 – Select the session, university, course type, course, semester.

Step2 – Click on view button.

The list of the particular program will show in the below grid as shown in below figure:-

	Program	Program Code	Branch	BranchCode	Year of Introduction	Course	Course Code	Course Type
1	Master of Computer Applications	20			2015	Mathematical Foundation of Computer Science	MCA-101	Theory
2	Master of Computer Applications	20			2015	Operating Systems	MCA-102	Theory

6.2 CO – PO Mapping Report

This form is used to view and export the CO-PO Mapping.

Step1 – Select the session, university, college, course type, course, semester.

Step2 – Select the Subject.

Session	University	College	Course Type	Course	Semester	Branch	Subject
2017/18	[Redacted]	[Redacted]	UG	Bachelor of Business Administration	1	--Select--	Principles and Practice of Management

Step3 – Click on **view** button to view CO-PO Mapping.

IQAC | Reports | CO-PO Mapping Report

Subject Wise CO-PO Mapping

Session: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG
 Course: Bachelor of Business Administration Semester: 1 Branch: -Select- Subject: Principles and Practice of Management

View

CO	COCode	PO1	PO2	PO3	PO4	PO5	PO6
1	CO1	BBA-101 .1	2	3	--	2	--
2	CO2	BBA-101 .2	2	2	--	--	--
3	CO3	BBA-101 .3	1	--	--	2	--
4	CO4	BBA-101 .4	2	2	--	--	--
5	CO5	BBA-101 .5	--	2	--	--	--
Articulated Average CO BBA-101		1.75	2.25	--	2	--	--

Export

Export

The user may also export the data in PDF For excel form.

IQAC | Reports | CO-PO Mapping Report

Subject Wise CO-PO Mapping

Session: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG
 Course: Bachelor of Business Administration Semester: 1 Branch: -Select- Subject: Principles and Practice of Management

View

CO	COCode	PO1	PO2	PO3	PO4	PO5	PO6
1	CO1	BBA-101 .1	2	3	--	2	--
2	CO2	BBA-101 .2	2	2	--	--	--
3	CO3	BBA-101 .3	1	--	--	2	--
4	CO4	BBA-101 .4	2	2	--	--	--
5	CO5	BBA-101 .5	--	2	--	--	--
Articulated Average CO BBA-101		1.75	2.25	--	2	--	--

Export

Export Details

Export Type

Excel

PDF

Excel

Export

6.3 Batch CO-PO Mapping

This interface is used to generate Batch wise CO-PO Mapping.

Step1 – Select Batch, University, College, Course Type, Course.

IQAC | Reports | Batch CO-PO Mapping

Batch Wise CO-PO Mapping

Batch: 2017/18 University: [Redacted] College: [Redacted] Course Type: UG
 Course: Bachelor of Business Admin Branch: -Select-

Report

Step2 – Click on **Report** button to generate the Report of **Batch wise CO – PO Mapping**.

Articulation Matrix Batch (2020-2022)

Program :- **Master of Business Administration**

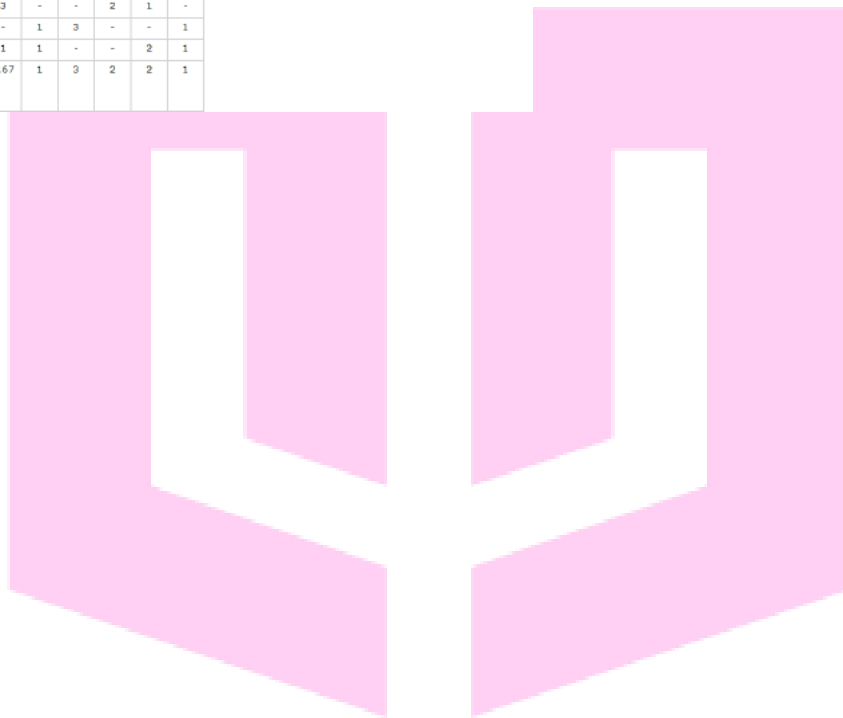
Year/Sem :- **1**

Course :- **MBA-101 Management Principles and Organizational Behaviour**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	3	3	1
CO2	2	3	1	2	1	2	2	1
CO3	2	2	3	3	2	1	1	2
CO4	-	2	1	3	2	-	1	1
CO5	-	2	2	2	3	2	2	1
Articulated Average CO MBA-101	2.33	2.4	2	2.6	2.2	2	1.8	1.2

Course :- **MBA-105 Legal Aspects of Business**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	-	1	-	-	-	2	-
CO2	2	1	-	-	-	-	3	-
CO3	-	-	3	-	-	2	1	-
CO4	-	2	-	1	3	-	-	1
CO5	3	-	1	1	-	-	2	1
Articulated Average CO MBA-105	2.67	1.5	1.67	1	3	2	2	1



6.4 Batch wise CO – PO/PSO Mapping

This interface is used to view batch wise Course CO-PO/PSO Mapping.

Step1 – Select Batch, University, College, Course Type, Course.

IQAC | Reports | Batch CO-PO/PSO Mapping

ARUN SINGH THAKUR

Batch Wise CO-PO/PSO Mapping

University: [Dropdown] College: [Dropdown] Course Type: PG Program: Master of Business Adminis [Dropdown]

Branch: --Select-- Batch: 2020-2022 [Dropdown]

Report

Step2 – Click on **Report** button to view the Batch wise CO – PO/PSO Mapping.

Program :- Master of Business Administration

Year/Sem :- 1

Course :- MBA-101 Management Principles and Organizational Behaviour

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	3	3	1
CO2	2	3	1	2	1	2	2	1
CO3	2	2	3	3	2	1	1	2
CO4	-	2	1	3	2	-	1	1
CO5	-	2	2	2	3	2	2	1
Articulated Average CO MBA-101	2.33	2.4	2	2.6	2.2	2	1.8	1.2

Course :- MBA-105 Legal Aspects of Business

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	-	1	-	-	-	2	-
CO2	2	1	-	-	-	-	3	-
CO3	-	-	2	-	-	2	1	-
CO4	-	2	-	1	3	-	-	1
CO5	3	-	1	1	-	-	2	1
Articulated Average CO MBA-105	2.67	1.5	1.67	1	3	2	2	1

Course :- MBA-103 Financial and Management Accounting

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	-	-	1	2	1	-	-
CO2	1	-	-	-	1	-	2	-
CO3	1	2	1	-	1	-	-	1
CO4	2	1	2	1	2	-	-	1
CO5	1	1	2	-	1	-	-	1
Articulated Average CO MBA-103	1.6	1.33	1.67	1	1.4	1	2	1

Course :- MBA-104 Managerial Economics

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	1	-	-	-	-	-
CO2	1	2	-	-	-	-	-	-
CO3	-	-	1	-	-	2	-	-
CO4	-	-	-	-	-	-	2	-
CO5	-	2	-	-	-	-	-	-
Articulated Average CO MBA-104	1.5	2	1	-	-	3	2	-

6.5 Batch PO/PSO-PEO Mapping

This interface is used to generate batch wise PO/PSO-PEO MAPPING Report.

Step1 – Select the University, College, Course type.

Step2 – Select the Program and batch to generate the report.

Step3 – Click on **View** Button to view the data.

If the user wants to generate the report then he/she should have to click on **report** button.

	PO/PSO	PEO1	PEO2	PEO3	PEO4
	<input type="text" value="x"/>	<input type="text" value="x"/>	<input type="text" value="x"/>	<input type="text" value="x"/>	<input type="text" value="x"/>
1	PO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	PO2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	PO3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	PO4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	PO5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	PO6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	PO7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	PO8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6.6 OBE Marks Work Status

This interface is used to view the work status of outcome – based Education.

Step1 – Select Session, University, College.

Step2 – Click on View button to view the list.

Session	University	College
2019/20		SLA

OBE Work Status list will appear in the below grid.

Green color indicates that the work is totally complete

IQAC | Q.P. Design | OBE Marks Work Status CYBORG IT SERVICES Pvt. Ltd.

OBE Work Status

Session: 2019/20 University: [Redacted] College: SLA View

	College	Course	Branch	YearSem	Subject	Code	Exam Type	Sessional
1	SLA	BA (Hons) English		1	ENVIRONMENTAL STUDIES	TBAE 101	Sessional	Sessional-1
2	SLA	BA (Hons) English		1	ENVIRONMENTAL STUDIES	TBAE 101	Sessional	Sessional-2
3	SLA	BA (Hons) English		1	ENVIRONMENTAL STUDIES	TBAE 101	End-Term	
4	SLA	BA (Hons) English		1	ENVIRONMENTAL STUDIES	TBAE 101	Teacher Assessment	Teacher Assessment -1
5	SLA	BA (Hons) English		1	EUROPEAN CLASSICAL LITERATURE	TBHE 102	Sessional	Sessional-1
6	SLA	BA (Hons) English		1	EUROPEAN CLASSICAL LITERATURE	TBHE 102	Sessional	Sessional-2
7	SLA	BA (Hons) English		1	EUROPEAN CLASSICAL LITERATURE	TBHE 102	End-Term	
8	SLA	BA (Hons) English		1	EUROPEAN CLASSICAL LITERATURE	TBHE 102	Teacher Assessment	Teacher Assessment -1
9	SLA	BA (Hons) English		1	INDIAN CLASSICAL LITERATURE	TBHE 101	Sessional	Sessional-1
10	SLA	BA (Hons) English		1	INDIAN CLASSICAL LITERATURE	TBHE 101	Sessional	Sessional-2
11	SLA	BA (Hons) English		1	INDIAN CLASSICAL LITERATURE	TBHE 101	End-Term	
12	SLA	BA (Hons) English		1	INDIAN CLASSICAL LITERATURE	TBHE 101	Teacher Assessment	Teacher Assessment -1
13	SLA	BA (Hons) English		1	UNDERSTANDING GLOBALIZATION	TBHG 101	Sessional	Sessional-1
14	SLA	BA (Hons) English		1	UNDERSTANDING GLOBALIZATION	TBHG 101	Sessional	Sessional-2

6.7 CO Statement

This interface is used to view and generate CO Statement.

Step1 – Select the university, College, Course Type, Course, and Branch (if any).

Step2 – Select the Batch and click on **view** button to view the data.

CO Statement

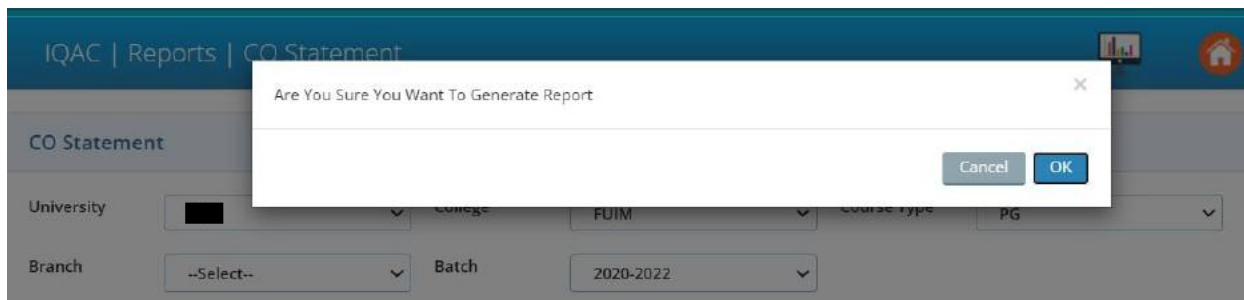
University: [Redacted] College: [Redacted] Course Type: PG Course: Master of Business Adm

Branch: --Select-- Batch: 2020-2022 View Report

CO Statement List

	College	Program	YearSem	CourseCode	Course	SRNoText	CO
1		Master of Business	1	MBA-106 (E: Business Communication		CO1	Acquire knowledge of various aspects of communication and apply the skill effectively in various functional domains.
2		Master of Business	1	MBA-106 (E: Business Communication		CO2	Prove to be an effective communicator and innovative writing skills.
3		Master of Business	1	MBA-106 (E: Business Communication		CO3	Create professional, ethical informative documents and establish effective communication in the organization.
4		Master of Business	1	MBA-106 (E: Business Communication		CO4	Utilize communication skills effectively to handle day-to-day managerial and professional communication as a successful manager/entrepreneur.

If the user wants to view the report then he/she should have to click on **Report** button to **generate** the report.



Course Outcome of Batch:- 2020-2022

College :- I

Program :- Master of Business Administration

Year/Sem	Course	Course Code	CO	Course Outcome
1	Business Communication	MBA-106 (E1)	CO1	Acquire knowledge of various aspects of oral and written communication and apply the skill effectively with clarity in various functional domains.
			CO2	Prove to be an effective communicator by exhibiting creative and innovative writing ability.
			CO3	Create professional, ethical informative business message to establish effective communication in the business context.
			CO4	Utilize communication skills effectively to express ideas with clarity, handle day-to-day managerial activities and become a successful manager/entrepreneur.
			CO5	Ability to interpret complex business problems and suggest innovative solutions leading to enhanced decision making.
	Financial and Management Accounting	MBA-103	CO1	Students will be able to identify the accounting concepts, principles, conventions & Accounting Standards (AS), developing specific skills required in Financial and Management Accounting area.
			CO2	Students will be able to design Financial Statements and other books of accounts as

6.8 PEO/PO/PSO Statement

This interface is used to generate the PEO/PO/PSO Statement list.

Step1 – Select the university, College, Course Type, Course and branch (if any).

Step2 – Select the batch from the dropdown.

Step3 – Click on View button to **view** the data.

PEO/PO/PSO Statement

University: [Redacted] College: [Redacted] Course Type: PG Course: Master of Business Adm

Branch: --Select-- Batch: 2020-2022

[View](#) [Report](#)

PEO/PO/PSO Statement List						
	Batch	Colleg	Course	Branch	PO/PSO/PEO	Statement
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2020-2022	Faculty	Master of Business Administration	N/A	PEO1	Possess in-depth subject knowledge and proficiency in managerial skills for employment and future career development and life-long learning.
2	2020-2022	Faculty	Master of Business Administration	N/A	PEO2	Develop level of competence along with a holistic approach designing and implementing innovative solutions to deal with complexities of the modern business world.
3	2020-2022	Faculty	Master of Business Administration	N/A	PEO3	Adapt to rapidly changing environment by nurturing the spirit of creativity and entrepreneurship while giving a sense of direction to future business.
4	2020-2022	Faculty	Master of Business Administration	N/A	PEO4	Develop skills required for professional management practice while being socially responsible and value-driven citizens committed to sustainable development.

[Export](#) Page 1 of 1 View 1 - 13 of 13

If the user wants to view the report then he/she should have to click on **Report** button to generate the report.

Batch :- 2020-2022 College :- Faculty of Uttarakhand Institute of Management (UIM)

Program :- Master of Business Administration Branch :- N/A

PEO Statement

S. No.	PEO Code	Program Education Objective
1	PEO1	Possess in-depth subject knowledge and proficiency in managerial skills for employment and future career development and life-long learning.
2	PEO2	Develop level of competence along with a holistic approach for designing and implementing innovative solutions to deal with complexities of the modern business world.
3	PEO3	Adapt to rapidly changing environment by nurturing the spirit of creativity and entrepreneurship while giving a sense of direction to future business.
4	PEO4	Develop skills required for professional management practice while being socially responsible and value-driven citizens committed to sustainable development.
5	PEO5	Evaluate and integrate ethical considerations coupled with value-based leadership to create productive leaders in the business world.

PO Statement

S. No.	PO Code	Program Outcomes
1	PO1	Acquire in-depth knowledge of various management fundamentals, theories and principles related to functional areas of management and develop specific skills related to specialization areas.
2	PO2	Identify, formulate and critically investigate complex business problems relevant to the prevailing business scenario by applying research-oriented knowledge, data analysis and interpretation by using modern tools and techniques.
3	PO3	Apply reasoning acquired through contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the ethical managerial practices

6.9 CO Final Attainment View

This interface is used to view and generate Final CO Attainment report like Student CO wise Marks Attempted-Obtained, All Exam Threshold data, Final CO Attainment, Direct Attainment, Direct + Indirect Attainment.

CO Attend Percentage

University: [Redacted] College: [Redacted] Course Type: PG Course: Master of Business Adminis [Redacted]

Branch: [Redacted] Batch: 2020-2022 Year/Sem: 1 Class Section: [Redacted]

Subject: Management Principles and Org ExamType: Sessional Sessional: Sessional-1 Type: Students-CO Wise Marks At [Redacted]

A – Student CO wise Marks Attempted – Obtained

CO Attend Percentage

University: [Redacted] College: [Redacted] Course Type: PG Course: Master of Business Administrati [Redacted]

Branch: [Redacted] Batch: 2020-2022 Year/Sem: 1 Class Section: [Redacted]

Subject: Management Principles and Org ExamType: Sessional Sessional: Sessional-1 Type: Students-CO Wise Marks Attemp [Redacted]

Students-CO Wise Marks Attempted-Obtained

StudentID	Name	A.1	A.2	A.3	A.4	A.5	A.6	A.7
1 20221900020	PRABH KIRAN KAUR	0.00	1.00	0.00	1.00	0.00	1.00	1.00
2 20221900033	SHARSTI	0.00	1.00	1.00	0.00	0.00	1.00	1.00
3 20221900002	AMISHA SINGH	1.00	1.00	0.00	1.00	1.00	1.00	1.00
4 20221900021	PRERNA ROHILA	1.00	1.00	0.00	0.00	0.00	1.00	1.00
5 20221900004	ANCHAL KUKRETI	0.00	1.00	0.00	0.00	1.00	1.00	1.00
6 20221900019	POOJA SONI	1.00	0.00	1.00	1.00	0.00	1.00	1.00
7 20221900040	TUSHAR PANT	0.00	0.00	0.00	0.00	1.00	1.00	0.00
8 20221900056	SUPMIT SINGH	0.00	0.00	0.00	1.00	0.00	1.00	1.00
9 20221900061	ABHINAV	1.00	1.00	0.00	0.00	1.00	1.00	1.00
10 20221900063	NEERAJ JOSHI	0.00	0.00	0.00	0.00	0.00	1.00	0.00
11 20221900065	KOMAL JOSHI	0.00	0.00	1.00	0.00	0.00	1.00	1.00
12 20221900067	SHARIFA PARVEEN	1.00	1.00	1.00	1.00	0.00	1.00	1.00

Page 1 of 1 View: 1 - 105 of 105

B – All Exam Threshold Level

CO Attend Percentage

University: [Redacted] College: [Redacted] Course Type: PG Course: Master of Business Administration
 Branch: [Redacted] Batch: 2020-2022 Year/Sem: 1 Class Section: [Redacted]
 Subject: Management Principles and Org ExamType: --Select-- Sessional: --Select-- Type: All Exam Threshold Level

[View](#)

All Exam Threshold Level

	Subject	SubjectCode	Exam	CO	Total_Student	Attainment_Student	Attempted_Avg	Threshold	No of Student Above Threshold
1	Management Principles and MBA-101		Sessional-1	CO1	104	97	12.93	6.47	87
2	Management Principles and MBA-101		Sessional-1	CO2	104	97	11.95	5.98	92
3	Management Principles and MBA-101		Sessional-1	CO3	104	96	4.95	2.48	88
4	Management Principles and MBA-101		Sessional-2	CO1	104	100	2	1	100
5	Management Principles and MBA-101		Sessional-2	CO2	104	100	9.98	4.99	99
6	Management Principles and MBA-101		Sessional-2	CO3	104	100	6.97	3.49	96
7	Management Principles and MBA-101		Sessional-2	CO4	104	100	8	4	99
8	Management Principles and MBA-101		Sessional-2	CO5	104	100	3	1.5	97
9	Management Principles and MBA-101		Teacher Assessment -1	CO1	104	100	4	2	100
10	Management Principles and MBA-101		Teacher Assessment -1	CO2	104	100	4	2	100
11	Management Principles and MBA-101		Teacher Assessment -1	CO3	104	100	4	2	100
12	Management Principles and MBA-101		Teacher Assessment -1	CO4	104	100	4	2	100

C – Final CO Attainment

CO Attend Percentage

University: [Redacted] College: [Redacted] Course Type: PG Course: Master of Business Administration
 Branch: [Redacted] Batch: 2020-2022 Year/Sem: 1 Class Section: [Redacted]
 Subject: Management Principles and Org ExamType: --Select-- Sessional: --Select-- Type: Final Co Attainment

[View](#) [Report](#)

Final Co Attainment

	CO	Sessional-1	Sessional-2	Teacher Assessment -1	End-Term
1	CO1	3	3	3	3
2	CO2	3	3	3	2
3	CO3	3	3	3	3
4	CO4	0	2	2	0
5	CO5	0	3	3	1
6	Average	3	3	3	2.25
7	Weightage	10	10	20	60
8	Co attainment	0.3	0.3	0.6	1.35
9	Final Co Attainment	2.55			

Exam	Attainment
Sessional-1	3
Sessional-2	3
Teacher Assessment -1	3
End-Term	2.25

D – Direct Attainment

CO Attend Percentage

University: [Redacted] College: [Redacted] Course Type: PG Course: Master of Business Administration
 Branch: [Redacted] Batch: 2020-2022 Year/Sem: 1 Class Section: [Redacted]
 Subject: Management Principles and Org. ExamType: --Select-- Sessional: --Select-- Type: Direct Attainment

Direct Attainment

	CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
1	CO1	3	3	3	3	3	3	3	1
2	CO2	2	3	1	2	1	2	2	1
3	CO3	2	2	3	3	2	1	1	2
4	CO4	-	2	1	3	2	-	1	1
5	CO5	-	2	2	2	3	2	2	1
6	Average	2.33	2.4	2	2.6	2.2	2	1.8	1.2
7	Course PO/PSO Attainment	1.98	2.04	1.70	2.21	1.87	1.70	1.53	1.02

E – Direct – Indirect Attainment

CO Attend Percentage

University: [Redacted] College: [Redacted] Course Type: PG Course: Master of Business Administration
 Branch: [Redacted] Batch: 2020-2022 Year/Sem: 1 Class Section: [Redacted]
 Subject: Management Principles and Org. ExamType: --Select-- Sessional: --Select-- Type: Direct-In-Direct Attainment

Direct-In-Direct Attainment

	CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
1	CO1	3	3	3	3	3	3	3	1
2	CO2	2	3	1	2	1	2	2	1
3	CO3	2	2	3	3	2	1	1	2
4	CO4	-	2	1	3	2	-	1	1
5	CO5	-	2	2	2	3	2	2	1
6	Average	2.33	2.4	2	2.6	2.2	2	1.8	1.2
7	Course PO/PSO Attainment	1.98	2.04	1.70	2.21	1.87	1.70	1.53	1.02
8	Weightage 80.00%	1.58	1.63	1.36	1.77	1.50	1.36	1.22	0.82
9	Indirect Attainment	2.78	2.78	2.78	2.78	2.78	2.78	2.78	2.78
10	Weightage 20.00%	0.56	0.56	0.56	0.56	0.56	0.56	0.56	0.56
11	Final Attainment	2.14	2.19	1.92	2.33	2.06	1.92	1.78	1.38

6.10 Course PO Attainment Table

In this average is calculated on the basis of direct or direct+ indirect concerned with their PO and PSO of the subject in batch.

Attainment Type – Direct

IQAC | Reports | Course-PO Attainment Table

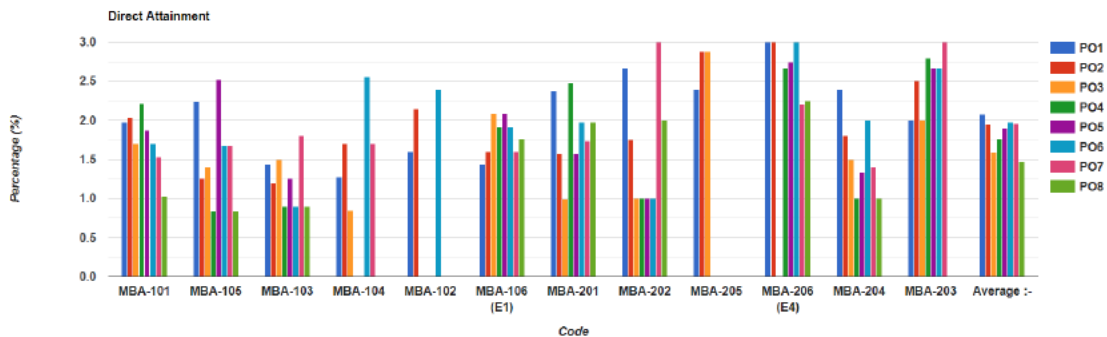
CO Attainment

University: [Redacted] College: [Redacted] Course Type: PG Course: Master of Business Administration
 Branch: [Redacted] Batch: 2020-2022 Attainment Type: Direct

View Report

Sem	Code	Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
1	1	MBA-101	Management Principles and 1.98	2.04	1.70	2.21	1.87	1.70	1.53	1.02
2	1	MBA-105	Legal Aspects of Business 2.24	1.35	1.40	0.84	2.32	1.68	1.68	0.84
3	1	MBA-103	Financial and Management 1.44	1.20	1.50	0.90	1.25	0.90	1.80	0.90
4	1	MBA-104	Managerial Economics 1.28	1.70	0.85	-	-	2.55	1.70	-
5	1	MBA-102	Statistics for Managers 1.60	2.14	-	-	-	2.40	-	-
6	1	MBA-106 (E1)	Business Communication 1.44	1.40	2.08	1.92	2.08	1.92	1.60	1.75
7	2	MBA-201	Financial Management 2.38	1.58	0.99	2.47	1.58	1.98	1.73	1.98
8	2	MBA-202	Marketing Management 2.67	1.75	1.00	1.00	1.00	1.00	3.00	2.00
9	2	MBA-205	Operations Research 2.40	2.88	2.88	-	-	-	-	-
10	2	MBA-206 (E4)	Computerized Financial Acc 3.00	3.00	-	2.67	2.75	3.00	2.20	2.25
11	2	MBA-204	Business Environment 2.40	1.80	1.90	1.00	1.33	2.00	1.40	1.00
12	2	MBA-203	Human Resource Managem 2.00	2.50	2.00	2.80	2.67	2.67	3.00	-

Expert Page 1 of 1 View 1 - 15 of 15



Attainment type – Indirect

IQAC | Reports | Course-PO Attainment Table

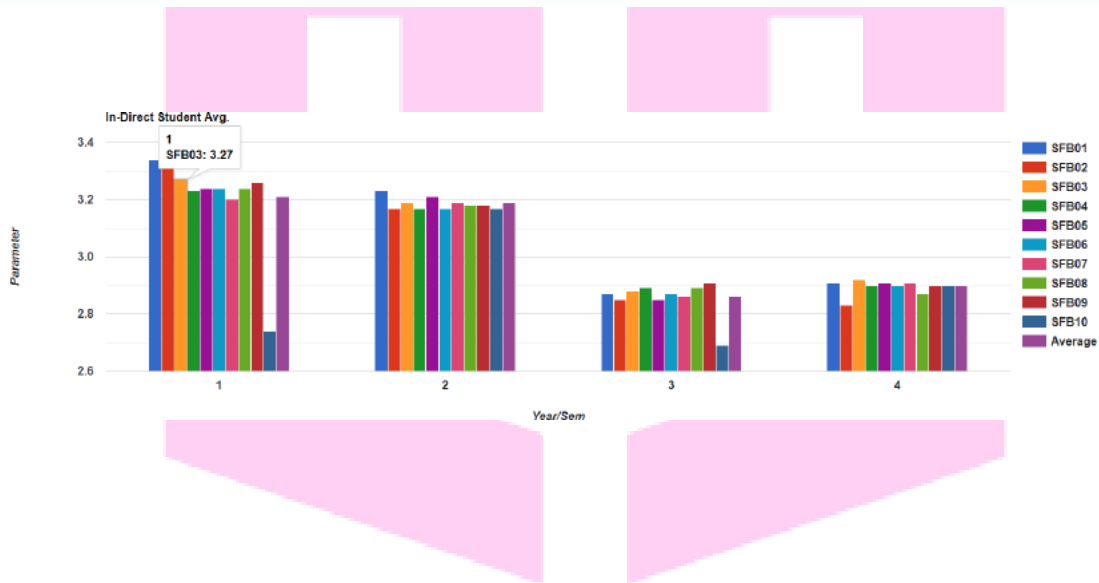
CO Attainment

University: [Redacted] College: [Redacted] Course Type: PG Course: Master of Business Administration
 Branch: [Redacted] Batch: 2020-2022 Attainment Type: In-Direct

View Report

In-Direct Student Attainment

Year/Sem	SFB01	SFB02	SFB03	SFB04	SFB05	SFB06	SFB07	SFB08	SFB09	SFB10
1 1	3.34	3.33	3.27	3.23	3.24	3.24	3.2	3.24	3.25	2.74
2 2	3.23	3.17	3.19	3.17	3.21	3.17	3.19	3.19	3.18	3.17
3 3	2.87	2.85	2.88	2.89	2.85	2.87	2.86	2.85	2.91	2.69
4 4	2.91	2.83	2.92	2.9	2.91	2.9	2.91	2.87	2.9	2.9



Attainment Type = Direct + Indirect

IQAC | Reports | Course-PO Attainment Table

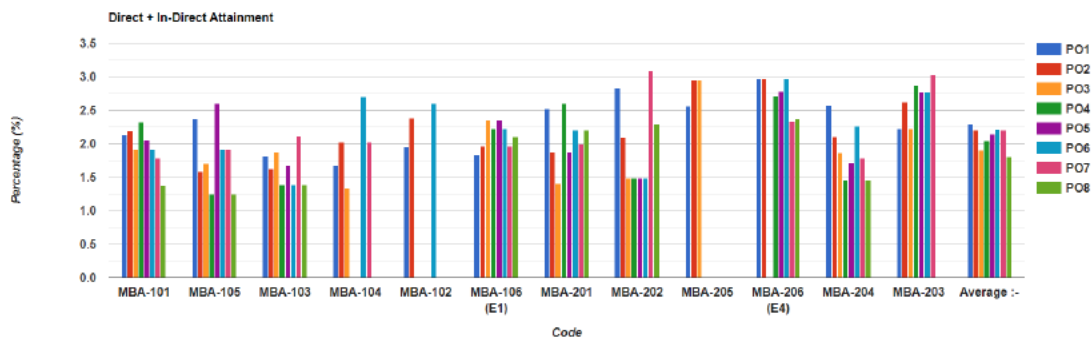
CO Attainment

University: [Redacted] College: [Redacted] Course Type: PG Course: Master of Business Administration
 Branch: [Redacted] Batch: 2020-2022 Attainment Type: Direct + In-Direct

View Report

Direct + In-Direct Attainment

Sem	Code	Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
1	MBA-101	Management Principles and	2.14	2.19	1.52	2.33	2.05	1.92	1.78	1.38
2	MBA-105	Legal Aspects of Business	2.37	1.59	1.70	1.25	2.60	1.92	1.92	1.25
3	MBA-103	Financial and Management	1.62	1.62	1.67	1.39	1.69	1.39	2.11	1.39
4	MBA-104	Managerial Economics	1.68	2.02	1.34	-	-	2.70	2.02	-
5	MBA-102	Statistics For Managers	1.96	2.39	-	-	-	2.60	-	-
6	MBA-106 (E1)	Business Communication	1.84	1.97	2.35	2.23	2.35	2.23	1.97	2.10
7	MBA-201	Financial Management	2.52	1.88	1.41	2.60	1.88	2.30	2.00	2.20
8	MBA-202	Marketing Management	2.83	2.09	1.40	1.40	1.40	1.49	3.06	2.29
9	MBA-205	Operations Research	2.57	2.95	-	-	-	-	-	-
10	MBA-206 (E4)	Computerized Financial Acc	2.98	2.98	-	2.72	2.78	2.98	2.34	2.38
11	MBA-204	Business Environment	2.58	2.10	1.86	1.46	1.72	2.26	1.78	1.46
12	MBA-203	Human Resource Managem	2.23	2.55	2.23	2.87	2.77	2.77	3.03	-



6.11 CO and Bloom Weightage in Q.P.

This interface is used to view and generate the report of CO and Blooms Weightage in Q.P.

Step1 – Select the university, College, Course type, Course and branch (if any).

Step2 – Select the batch and year/semester.

Step3 – Select the subject and exam type to view the CO and Bloom Weightage Percentage.

Step4 – Click on **view** button to view the data.

If the user wants to generate the report then he/she should have to click on Report button.

IQAC | Reports | CO and Bloom weightage in QP

CO AND Bloom Weightage Percentage

University: [Dropdown] College: [Dropdown] Course Type: PG Course: Master of Business Adminis
 Branch: [Dropdown] Batch: 2019-2021 Year/Sem: 1 Class Section: [Dropdown]
 Subject: Management Principles and ExamType: Sessional Sessional: Sessional-1

[View] [Report]

	CO Code	Total Marks	Percentage
1	CO1	9	56.25
2	CO2	7	43.75
3	CO3	0	0
4	CO4	0	0
5	CO5	0	0

CO Weightage Percentage

	Bloom Code	Total Marks	Percentage
1	L1 (RE)	0	0
2	L2 (UN)	2	12.5
3	L3 (AP)	2.5	15.63
4	L4 (AN)	2	12.5
5	L5 (EV)	5.5	34.38
6	L6 (CR)	4	25

Bloom Weightage Percentage

Export Page 1 of 1 View 1 - 6 of 6

6.12 Batch Wise Articulation Table

This interface is used to generate batch wise PO average of the particular subject.

Step1 – Select the university, College, Course type, Program and branch (if any).

Step2 – Select the batch.

Step3 – Click on **view** button to view the data of batch wise articulation table.

IQAC | Reports | Batch Wise Articulation Table

Batch Wise Articulation Table

University: [] College: [] Course Type: PG Program: Master of Business Administration

Branch: --Select-- Batch: 2020-2022 [View] [Report]

Year/Sem	Course Code	Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
1	MBA-101	Management Principles and Organizational Behaviour	2.33	2.4	2	2.6	2.2	2	1.8	1
2	MBA-105	Legal Aspects of Business	2.67	1.5	1.67	1	3	2	2	1
3	MBA-103	Financial and Management Accounting	1.6	1.33	1.67	1	1.4	1	2	1
4	MBA-104	Managerial Economics	1.5	2	1	-	-	3	2	-
5	MBA-102	Statistics for Managers	2	2.67	-	-	-	3	-	-
6	MBA-106 (E1)	Business Communication	1.8	2	2.6	2.4	2.6	2.4	2	2
7	MBA-201	Financial Management	2.4	1.6	1	2.5	1.6	2	1.75	2
8	MBA-202	Marketing Management	2.67	1.75	1	1	1	1	3	2
9	MBA-205	Operations Research	2.5	3	3	-	-	-	-	-
10	MBA-206 (E4)	Computerized Financial Accounting	3	3	-	2.67	2.75	3	2.2	2
11	MBA-204	Business Environment	2.4	1.8	1.5	1	1.33	2	1.4	1
12	MBA-203	Human Resource Management	2	2.5	2	2.8	2.67	2.67	3	-

If the user wants to generate the report of batch wise articulation table then he/she should have to click on the **report** button.

Batch Wise Articulation Table

Batch :- 2020-2022 Program :- Master of Business Administration Branch :- N/A

Year/Sem	Course	Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
1	Management Principles and Organizational Behaviour	MBA-101	2.33	2.4	2	2.6	2.2	2	1.8	1
1	Legal Aspects of Business	MBA-105	2.67	1.5	1.67	1	3	2	2	1
1	Financial and Management Accounting	MBA-103	1.6	1.33	1.67	1	1.4	1	2	1
1	Managerial Economics	MBA-104	1.5	2	1	-	-	3	2	-
1	Statistics for Managers	MBA-102	2	2.67	-	-	-	3	-	-
1	Business Communication (E1)	MBA-106	1.8	2	2.6	2.4	2.6	2.4	2	2
2	Financial Management	MBA-201	2.4	1.6	1	2.5	1.6	2	1.75	2
2	Marketing Management	MBA-202	2.67	1.75	1	1	1	1	3	2
2	Operations Research	MBA-205	2.5	3	3	-	-	-	-	-

6.13 Fast and Slow Learner

This interface is used to get slow and fast learner analysis according to their performance in IQAC. The user may also generate the report of the analysis either student wise or CO wise as shown in below figure: -

Student Wise-

The screenshot shows the 'Fast AND Slow Learner Analysis' interface. The filters are set to: University: [Redacted], College: [Redacted], Course Type: PG, Course: Master of Business Administration, Branch: [Redacted], Batch: 2020-2022, Year/Sem: 1, Subject: Management Principles and Organiza..., ExamType: Sessional, Sessional: Sessional-1, Type: Student Wise. The 'View' and 'Report' buttons are visible.

StudentID	StudentName	FatherName	Attendance	Total	Obtain	Percent	Learner
1	BHAVINA KASHYAP	SHARWAN KUMAR	P	30	29	96.67	Fast
2	SHADAB ALI	MUHO DINAN	P	30	29	96.67	Fast
3	ANVUSHI	SATYANAN LAURA	P	30	29	96.67	Fast
4	SAHIL CHAUDHARY	SURENDER SINGH	P	30	29	96.67	Fast
5	ANHET BHASHMAMA	CHANDRA KANT BHASHMAMA	P	30	28	93.33	Fast
6	NIKITA SIDDHU	VIKRAJ KUMAR SINGH	P	30	28	93.33	Fast
7	VIRAKSH SHARMA	HARISH SHARMA	P	30	28	93.33	Fast
8	VANISHA YADAV	NEERAJ YADAV	P	30	28	93.33	Fast
9	SHRUTI BHANDARI	SURJIT SINGH BHANDARI	P	30	28	93.33	Fast
10	AMISHA SINGH	RAMESH KUMAR SINGH	P	30	27	90	Fast
11	PHALGUNI BHARDWAJ	VIKAS BHARDWAJ	P	30	27	90	Fast
12	BHASKAR SINGH CHAUDHARY	JAGMOHAN SINGH CHAUDHARY	P	30	27	90	Fast
13	SHARIFA PARVEEN	SHARIEF AHMED	P	30	27	90	Fast
14	ADHESH SINGH BISHT	MADAN SINGH BISHT	P	30	27	90	Fast
15	PRINCE SHIBU ABRAHAM	SHIBU ABRAHAM	P	30	26	86.67	Fast

Student CO wise Learning Analysis-

The screenshot shows the 'Fast AND Slow Learner Analysis' interface with filters set to: University: [Redacted], College: [Redacted], Course Type: PG, Course: Master of Business Administration, Branch: [Redacted], Batch: 2020-2022, Year/Sem: 1, Subject: Management Principles and Organiza..., ExamType: Sessional, Sessional: Sessional-1, Type: CO Wise. The 'View' and 'Report' buttons are visible.

StudentID	StudentName	FatherName	CO1	CO2	CO3	CO4	CO5
1	BHAVINA KASHYAP	SHARWAN KUMAR	12.00	12.00	5.00	0.00	0.00
2	VANISHA YADAV	NEERAJ YADAV	13.00	11.00	5.00	0.00	0.00
3	VISHAL YADAV	BALJEET YADAV	11.00	9.00	5.00	0.00	0.00
4	SUYASH NIGAM	ANURAG NIGAM	10.00	10.00	4.00	0.00	0.00
5	PRINCE SHIBU ABRAHAM	RANJAN SINGH	11.00	7.00	5.00	0.00	0.00
6	SHARIFA PARVEEN	VIKAS BHARDWAJ	9.00	9.00	4.00	0.00	0.00
7	AMISHA SINGH	RAMESH KUMAR SINGH	12.00	10.00	5.00	0.00	0.00
8	PRINCE SHIBU ABRAHAM	VIKAS BHARDWAJ	9.00	9.00	4.00	0.00	0.00
9	SHRUTI BHANDARI	ASHOK SHARMA	10.00	10.00	4.00	0.00	0.00
10	SURJIT SINGH BHANDARI	ANIL SUTBI	9.00	8.00	4.00	0.00	0.00
11	VIRAKSH SHARMA	HANISH SHARMA	12.00	11.00	5.00	0.00	0.00
12	ANVUSHI	ADAR KUMAR SINGH	10.00	11.00	4.00	0.00	0.00
13	BHASKAR SINGH CHAUDHARY	P.D. CHAUDHARY	10.00	7.00	4.00	0.00	0.00
14	PHALGUNI BHARDWAJ	VIKAS BHARDWAJ	12.00	10.00	5.00	0.00	0.00
15	BALJEET SINGH BHANDARI	SHRUTI BHANDARI	9.00	10.00	5.00	0.00	0.00

Fast and Slow Learner Analysis

College :- Batch :- 2020-2022
 Program :- **Master of Business Administration** Year/Semester :- 1
 Branch :- **N/A** Section :- **N/A**
 Course :- **Management Principles and Organizational Behaviour** Exam Type :- **Sessional**
Sessional :- **Sessional-1**

Student ID	Student Name	Father Name	CO1	CO2	CO3	CO4	CO5
	AKANKSHA JOSHI	DNESH CHANDRA JOSHI	11.00	9.00	4.00	0.00	0.00
	ANISHA SINGH	RAMESH KUMAR SINGH	12.00	10.00	5.00	0.00	0.00
	AMRIT VERMA	HEMANT KUMAR VERMA	0.00	0.00	0.00	0.00	0.00
	ANCHAL KUKRETI	SURESH KUKRETI	8.00	10.00	3.00	0.00	0.00
	ANIKET DHASPIANA	CHANDRA KANT DHASPIANA	13.00	11.00	4.00	0.00	0.00
	ANIKITA KUMARI	AJAY KUMAR SINGH	10.00	11.00	4.00	0.00	0.00
	ANUSHKA NEGI	INDER SINGH NEGI	10.00	11.00	5.00	0.00	0.00
	ARRAN TOMAR	HARINDER SINGH	10.00	9.00	4.00	0.00	0.00
	AYUSH SHUKLA	ADITYA	10.00	9.00	4.00	0.00	0.00

6.14 PEO Attainment

In this interface average of **Direct Attainment** of PO/PSO and average of **direct + indirect** attainment of PO/PSO are obtained in all courses of a selected batch.

Attainment type = Direct

IQAC | Reports | PEO Attainment

PEO Attainment

University: [Redacted] College: [Redacted] Course Type: PG Course: Master of Business Administration
 Branch: [Redacted] Batch: 2020-2022 Attainment Type: Direct [View] [Report]

Average of Direct Attainment of PO/PSO, obtained in all courses in batch

Evaluation	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
1. All Courses Direct Attainment	2.07	2.56	1.89	1.76	1.90	1.98	1.96	1.47
2. Percentage of All Courses Direct Attainment	49.00	65.00	53.00	58.67	63.33	66.00	65.33	49.00

Mapping PO/PSO - PEO by using Average of Direct Attainment of PO/PSO, obtained in all courses in batch

PO/PSO	PEO1	PEO2	PEO3	PEO4	PEO5
1. PO1					
2. PO2					
3. PO3					
4. PO4					
5. PO5					
6. PO6					
7. PO7					
8. PO8					
9. PO/PSO of the concerned PEO Percentage	0	0	0	0	0
10. PEO Attainment	0				

Average of Direct Attainment of PO/PSO, obtained in all courses in batch

PO/PSO	PEO1	PEO2	PEO3	PEO4	PEO5
1. PO/PSO of the concerned PEO Percentage	0	0	0	0	0

Attainment type = Direct + Indirect

IQAC | Reports | PEO Attainment

PEO Attainment

University: [Redacted] College: [Redacted] Course Type: PG Course: Master of Business Administratic

Branch: [Redacted] Batch: 2020-2022 Attainment Type: Direct+Indirect

View Report

Average of Direct+Indirect Attainment of PO/PSO , obtained in all courses in batch

	Evaluation	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
1	All Courses Direct+In-Direct Attainment	2.29	2.20	1.91	2.04	2.15	2.22	2.20	1.81
2	Percentage of All Courses Direct+In-Direct Attainment	76.33	73.33	63.67	68.00	71.67	74.00	73.33	60.33

Export Page 1 of 1

Mapping PO/PSO - PEO by Using Average of Direct+Indirect Attainment of PO/PSO , obtained in all courses in batch

	PO/PSO	PEO1	PEO2	PEO3	PEO4	PEO5
1	PO1					
2	PO2					
3	PO3					
4	PO4					
5	PO5					
6	PO6					
7	PO7					
8	PO8					
9	PO/PSO of the concerned PEO Percentage	0	0	0	0	0
10	PEO Attainment	0				

Export Page 1 of 1

Average of Direct+Indirect Attainment of PO/PSO , obtained in all courses in batch

	PO/PSO	PEO1	PEO2	PEO3	PEO4	PEO5
1	PO/PSO of the concerned PEO Percentage	0	0	0	0	0

Export Page 1 of 1

7 Feedback Report

The **report** focuses on the **feedback** of students on Syllabus and Teachers. An effort was made to Receive **feedback** from all students of the **college**.

7.1 Consolidate Subject Average

This interface is used to generate subject wise average feedback report either consolidate or class wise.

Step1 – Select the report type as Consolidate or class wise.

Step2 – Select the feedback type as student or faculty.

Step3 – Select the curriculum feedback session from the feedback dropdown.

Step4 – Select the university, college, course type, course, and year/semester and branch (if any).

Step5 – Click on **view** button to view the **subject wise analysis data** as per the above selection.

IQAC | FeedBack Report | Consolidate Subject Avg

Feedback Subject Wise Consolidate Average

Report Type: Feedback Type: Feedback:
 University: College: Course Type: Course:
 Year/Sem: Branch:

Subject Wise Analysis

	Subject	SubjectCode	SFB01	SFB02	SFB03	SFB04	SFB05	SFB06	SFB07	SFB08	SFB09	SFB10	Tot
	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	
1	BUSINESS ENVIRONMENT	MBA-102	4	3	4	3	4	3	4	3	4	3	
2	QUANTITATIVE ANALYSIS FOR BUSINESS APPLICATION	MBA-103	3	3	3	3	3	3	3	3	3	2	
3	Business Communication	MBA-106 (E1)	2.5	2.5	2.5	2.5	2.5	2.5	1	2	2.5	2.5	
4	Total Avg. :-		3.17	2.83	3.17	2.83	3.17	2.83	2.67	2.67	3.17	2.5	

7.2 Indirect Attainment Report

This interface in feedback report is used to generate the Feedback Analysis and Action Taken report of the courses also known as Indirect Attainment Report.

Step1-Select the session, University, College, Course Type, Course, year/semester and branch (if any).

IQAC | FeedBack Report | In-Direct Attainment Report

FeedBack Analysis and Action Taken Report

Session: University: College: Course Type:
 Course: Year/Sem: Branch:

Step2 – Click on **report** Button to view the report as shown in figure below:-

Feedback Analysis Report

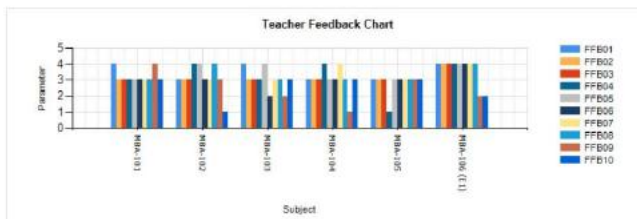
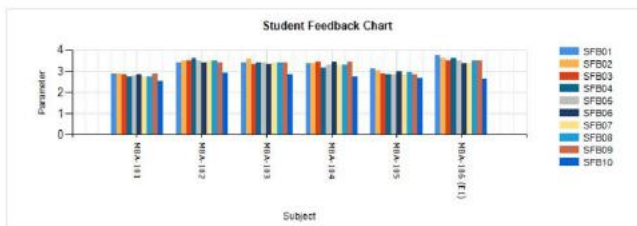
College :-		Session :-	2020-21
Course :-	Master of Business Administration	Year/Sem :-	1

Student's Feedback on a Course in the Semester of the Program

Code	Reference Parameter	Refer To
SFB01	The sequence of the content is well organized.	N/A
SFB02	Uniformity of syllabus in terms of curriculum load.	N/A
SFB03	Course curriculum is career oriented.	N/A
SFB04	Learning values are inclined for development of skills, concepts, knowledge and analytical abilities.	N/A
SFB05	The curriculum justifies the assigned lectures.	N/A
SFB06	The course curriculum covers the latest developments in relevant areas.	N/A
SFB07	Course curriculum contains scope of relevant activities.	N/A
SFB08	The course content is updated rationally.	N/A
SFB09	The course curriculum has good balance between theory and practical applications.	N/A
SFB10	The Course content encourages self and extra curriculum learning.	N/A

Teacher's Feedback on the Course in a Semester

Code	Reference Parameter	Refer To
FFB01	The course content is in conformity with the course	N/A



Action Taken Report on Student's Feedback

Code	Reference Parameter	List of Subject	Action Taken	Recommendation	References
------	---------------------	-----------------	--------------	----------------	------------

7.3 Curriculum Feedback Report

After Completion of Academic Session, a separate feedback is collected from all stakeholder i.e., Student, Alumni, Faculty, Parents etc. regarding curriculum. This interface is used to generate Curriculum Feedback Analysis Report.

Questionnaires used to collect feedback responses consist of both type of questions i.e. close ended and open ended. To assess the perception of stake holders towards different aspects of curriculum such as: employability, usefulness for higher education, etc.

Curriculum Feedback Analysis Report includes:

- **Curriculum Feedback**
- **Teaching Learning Feedback**
- **Student Satisfactory Survey**
- **Parent's Feedback**

7.3a Curriculum Feedback

The screenshot shows the 'Curriculum Feedback Analysis Report' interface. The 'Curriculum Feedback' tab is selected and highlighted with a red circle. Below the tabs, there are several dropdown menus for selection: 'Feedback For' (set to '--Select--'), 'Feedback' (empty), 'University', 'College', 'CourseType', 'Program', and 'Branch'. At the bottom, there are three buttons: 'View Comments' (yellow), 'View Feedback' (green), and 'Feedback Report' (blue).

This interface is used to view/Generate the Report of the curriculum feedback Analysis Report of the student, faculty & Alumni.

Step1 – Select the feedback type as student, Faculty or Alumni.

Step2 – Select the feedback.

Step3 – Select the university, College, Course type, Course, Branch (if any).

Step4 – Click on **view feedback** button.

The screenshot shows the 'Curriculum Feedback Analysis Report' interface with the 'View Feedback' button clicked. The 'Feedback For' dropdown is set to 'Student' and the 'Feedback' dropdown is set to 'STUDENT FEEDBACK ON CURRICULUM 2019-20 (ODD)'. The 'University', 'College', 'CourseType', 'Program', and 'Branch' dropdowns are also filled. Below the buttons, there is a table with the following data:

Parameter	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Average Rating
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
1. The sequence of the content is well organized.	4	5.76	30.22	41.31	26.69	2.71					
2. Uniformity of syllabus in terms of curriculum load.	3.33	5.78	30.22	43.86	17.11	2.65					
3. Course curriculum is career oriented.	5.76	6.51	32.02	41.56	17.03	2.64					
4. Learning values are inclined for development of skills, concepts, knowledge and analytical abilities.	3.11	6.44	30.89	42.22	17.03	2.64					
5. The curriculum justifies the assigned lectures.	3.33	6.22	33.11	38.89	18.64	2.63					
6. The course curriculum covers the latest developments in relevant areas.	2.67	6.22	25.78	42.22	16	2.64					
7. Course curriculum contains scope of relevant activities.	3.79	6.89	32.89	40	18.44	2.58					
8. The course content is updated rationally.	3.11	6.36	34.22	41.36	18.96	2.61					
9. The course curriculum has good balance between theory and practical applications.	3.11	7.23	32.22	40	17.03	2.61					
10. The Course content encourages self and extra curriculum learning.	2.22	1.8	41.78	31.78	6.22	2.22					

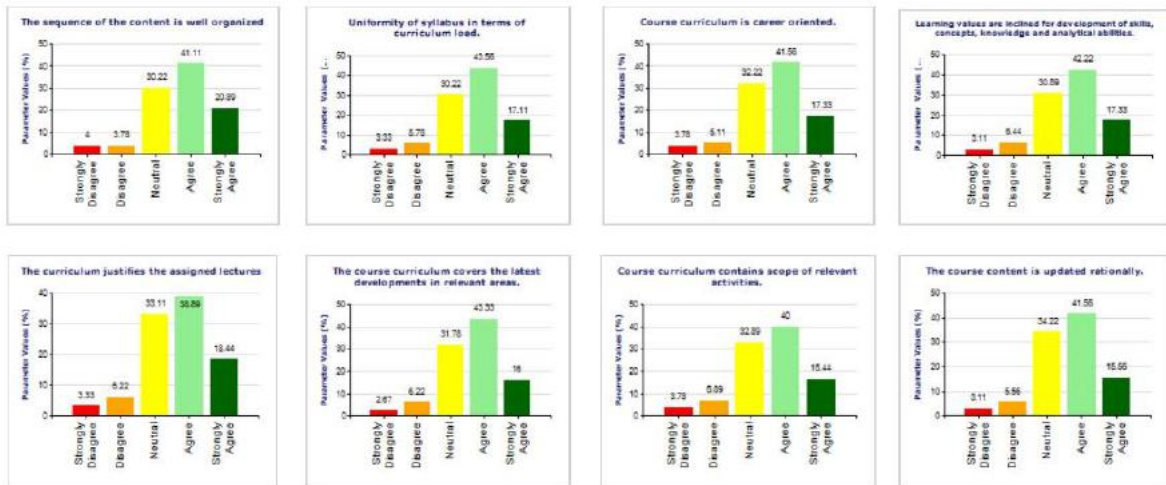
Step5 – Click on **View Comment** button to view the comments of the stake holder (Student/faculty/Alumni) as per the analysis.

Feedback	Course	Year/Sem	Branch	Subject	SubjectCode	Comm
STUDENT FEEDBACK ON CURRICULUM 2019-20 (ODD)	Bachelor of Business Administration	1	N/A	Business Communication	BSA-105	.
STUDENT FEEDBACK ON CURRICULUM 2019-20 (ODD)	Bachelor of Business Administration	1	N/A	Business Communication	BSA-105	.
STUDENT FEEDBACK ON CURRICULUM 2019-20 (ODD)	Bachelor of Business Administration	1	N/A	Business Communication	BSA-105	.
STUDENT FEEDBACK ON CURRICULUM 2019-20 (ODD)	Bachelor of Business Administration	1	N/A	Business Communication	BSA-105	...
STUDENT FEEDBACK ON CURRICULUM 2019-20 (ODD)	Bachelor of Business Administration	1	N/A	Business Communication	BSA-105	Agree
STUDENT FEEDBACK ON CURRICULUM 2019-20 (ODD)	Bachelor of Business Administration	1	N/A	Business Communication	BSA-105	BAPWUSODBCUSP
STUDENT FEEDBACK ON CURRICULUM 2019-20 (ODD)	Bachelor of Business Administration	1	N/A	Business Communication	BSA-105	Good
STUDENT FEEDBACK ON CURRICULUM 2019-20 (ODD)	Bachelor of Business Administration	1	N/A	Business Communication	BSA-105	

The user may also click on **Report** button to generate the **Curriculum Feedback** report.

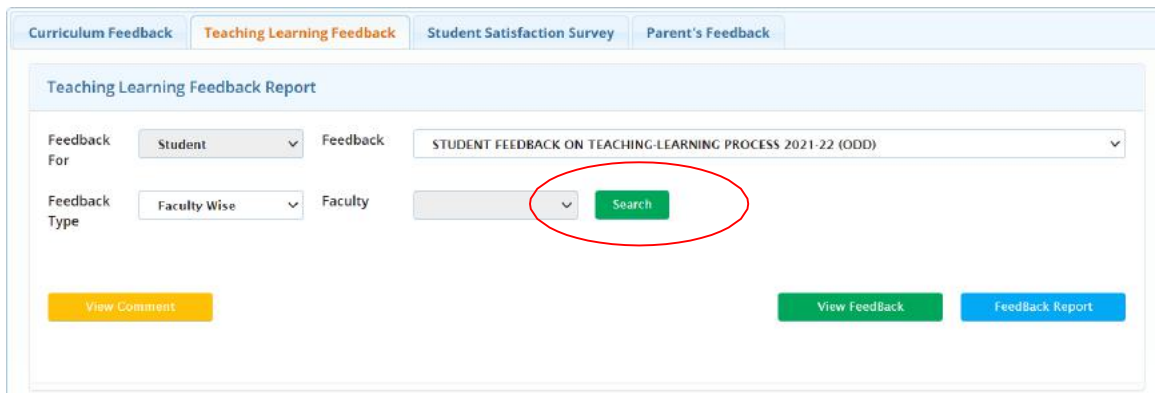
ANALYSIS OF STUDENT FEEDBACK ON CURRICULUM (Curriculum Feedback Analysis 2019-20)

Programme : Bachelor of Business Administration



7.3b Teaching Learning Feedback

This interface is used to view and generate the report of Student feedback on teaching learning process. Feedback type can be of course wise, individual faculty wise, Program wise, university wise and college wise.



Type1 – If the user selects feedback type as **faculty wise** then he/she should have to search the faculty by his/her name whose feedback has to be viewed.



Step – Click on **search** button.

Filter Employee

University College Department

Desig Type Designation **View**

Employee Details

EmployeeID	Employee Name	Father Name	College	Department	Designation
15	BHARTI RAMOLA	R.S GUSAIN		SCHOOL OF APPLIED AND LIFE SCIENCES	TEACHING
16	VINEET	MR.JYOTI SWROOP SRIVASTAVA		SCHOOL OF APPLIED AND LIFE SCIENCES	TEACHING

Page 1 of 1 View 1 - 623 of 623

Select

Click on **View feedback button** to view parameter wise feedback.

Teaching Learning Feedback Report

Feedback For: Student Feedback: STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (OOD)

Feedback Type: Faculty Wise Faculty: VINEET **Search**

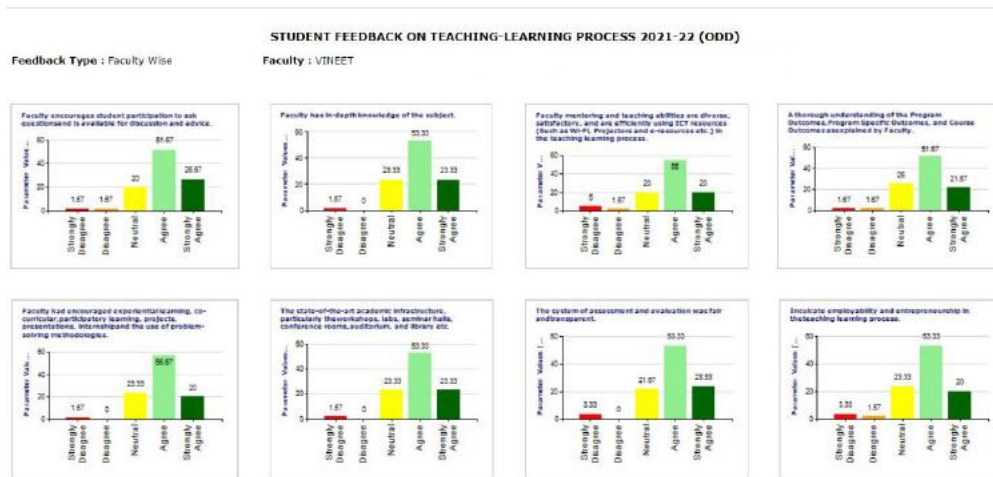
Show Comment **View Feedback** **Feedback Report**

Parameter	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Faculty encourages student participation to ask questions and is available for discussion and advice.	1.67	1.67	20	51.67	26.67
2. Faculty has in-depth knowledge of the subject.	1.67	0	23.33	53.33	23.33
3. Faculty mentoring and teaching abilities are diverse, satisfactory, and are efficiently using ICT resources (Such as Wi-Fi, Projectors and e-resources etc.) in the teaching learning process.	5	1.67	20	55	20
4. A thorough understanding of the Program Outcomes, Program Specific Outcomes, and Course Outcomes as explained by Faculty.	1.67	1.67	20	51.67	21.67
5. Faculty had encouraged experiential learning, co-curricular, participatory learning, projects, presentations, Internships and the use of problem-solving methodologies.	1.67	0	23.33	56.67	20
6. The state-of-the-art academic infrastructure, particularly the workshops, labs, seminar halls, conference rooms, auditorium, and library etc.	1.67	0	23.33	53.33	23.33
7. The system of assessment and evaluation was fair and transparent.	3.33	0	21.67	53.33	23.33
8. Inculcate employability and entrepreneurship in the teaching learning process.	3.33	1.67	23.33	53.33	20
9. Preparation and ability to engage in life long learning in the context of dynamic change.	1.67	0	23.33	56.67	20

Click on **view comment** button to view the comments.

Sl. No.	Feedback	Course		Year/Sem		Branch	Subject		Subject Code	Remarks
		Code	Name	Year	Sem		Code	Name		
1	STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)	B.Sc. (Hons.)	MATHEMATICS	5		N/A	MULTIVARIATE CALCULUS	TSBH 501	pooh	
2	STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)	B.Sc. (Hons.)	MATHEMATICS	3		N/A	POWER SERIES AND INTEGRAL TRANSFORMS	TBHG 304	aku	
3	STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)	M.Tech.		1		THIRUVEL ENGINEERING	ADVANCED ENGINEERING MATHEMATICS	HTKA-501	helping nature and good way of teaching	
4	STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)	B.Sc. (Hons.)	MATHEMATICS	5		N/A	MULTIVARIATE CALCULUS	TSBH 501	ajpkiricogkoc	
5	STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)	B.Sc. (Hons.)	MATHEMATICS	3		N/A	POWER SERIES AND INTEGRAL TRANSFORMS	TBHG 304	no comments	

Click on **Feedback Report** to generate faculty wise feedback report on teaching learning process.



Type2 – If the user selects Feedback Type as CourseWise

Curriculum Feedback | **Teaching Learning Feedback** | Student Satisfaction Survey | Parent's Feedback

Teaching Learning Feedback Report

Feedback For: Feedback:

Feedback Type: Subject Session: University: College:

Course Type: Program: Year/Sem: Branch:

Course:

Then the user has to complete the selection (like subject session, University, College, course type, program name, year/semester, branch (if any) and course name) and click on view Feedback button to view course wise feedback as shown in figure below:-

Teaching Learning Feedback Report

Feedback For: **Student** Feedback: **STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)**

Feedback Type: **Course Wise** Subject Session: **2021/22** University: **[Redacted]** College: **[Redacted]**

Course Type: **PG** Program: **Master of Business Admi** Year/Sem: **1** Branch: **[Redacted]**

Course: **Management Principles and Organizational Behaviour**

[View Comment](#) [View Feedback](#) [Feedback Report](#)

Parameter	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Ai #
1. Faculty encourages student participation to ask questions and is available for discussion and advice.	3.85	4.02	26.92	41.35	25.86	
2. Faculty has in depth knowledge of the subject.	2.00	1.92	27.86	43.27	24.04	
3. Faculty mentoring and teaching abilities are diverse, satisfactory, and are efficiently using ICT resources (Such as WI-Fi, Projectors and e-resources etc.) in the teaching learning process.	1.92	1.92	25.96	46.15	24.04	
4. A thorough understanding of the program Outcomes, Program specific Outcomes, and Course Outcomes as explained by Faculty.	2.88	2.88	28.85	40.38	28	
5. Faculty had encouraged experiential learning, co-curricular, participatory learning, projects, presentations, Internship and the use of problem-solving methodologies.	2.88	1.92	28.85	44.23	22.12	
6. The state-of-the-art academic infrastructure, particularly the workshops, labs, seminar halls.	1.92	1.92	29.81	43.27	23.08	

Click on **view comment** button to view the comments.

Feedback	Course	Year/Sem	Branch	Subject	SubjectCode	
1. STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)	Master of Business Administration	1	N/A	Management Principles and Organizational Behaviour	MBA-101	Average
2. STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)	Master of Business Administration	1	N/A	Management Principles and Organizational Behaviour	MBA-101	Good
3. STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)	Master of Business Administration	1	N/A	Management Principles and Organizational Behaviour	MBA-101	Explains well but some times cannot link
4. STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)	Master of Business Administration	1	N/A	Management Principles and Organizational Behaviour	MBA-101	No comment
5. STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)	Master of Business Administration	1	N/A	Management Principles and Organizational Behaviour	MBA-101	neutral

Click on **Feedback Report** to generate Course wise feedback report on teaching learning process.

STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)

Feedback Type : Course Wise

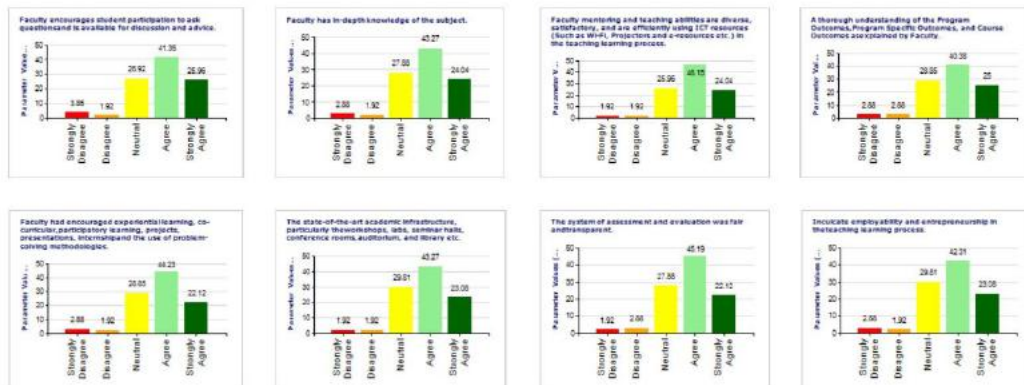
University :

College :

Programme : Master of Business Administration

Year/Sem : 1

Course : Management Principles and Organizational Behaviour



Type3 – If the user selects Feedback Type as Program Wise

Then the user has to complete the selection (like University, College, course type, program name, branch) and click on view Feedback button to view Program wise feedback as shown in figure below:-

Teaching Learning Feedback Report

Feedback For: Student Feedback: STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)

Feedback Type: Program Wise University: [Redacted] College: [Redacted]

Course Type: PG Program: Master of Business Administration Branch: [Redacted]

View Comments View Feedback Feedback Report

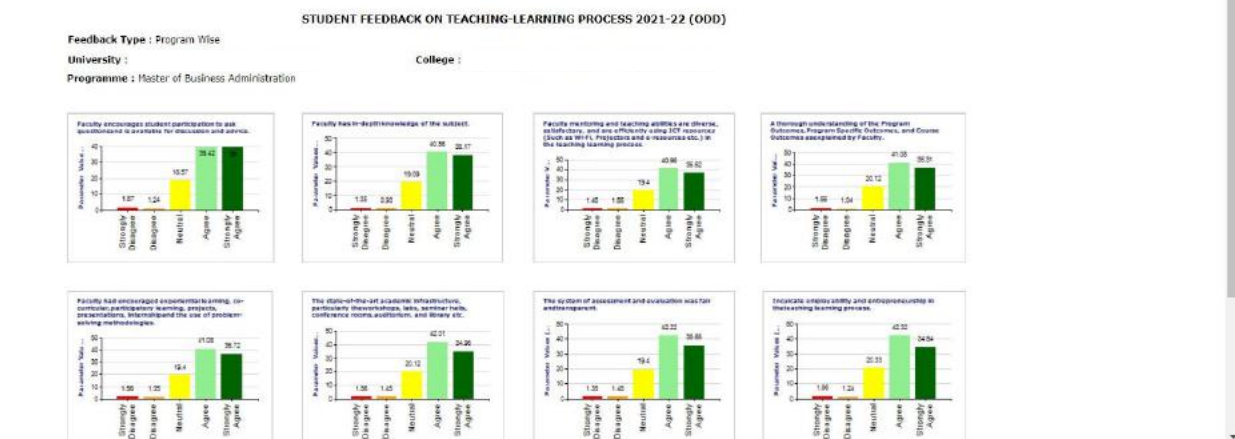
Parameter	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average Rating
1 Faculty encourages student participation to ask questions and is available for discussion and advice.	1.07	1.24	18.57	39.42	39	3.13
2 Faculty has in-depth knowledge of the subject.	1.35	0.93	19.09	40.56	38.17	3.13
3 Faculty mentoring and teaching abilities are diverse, satisfactory, and are efficiently using ICT resources (Such as Wi-Fi, Projectors and e-resources etc.) in the teaching learning process.	1.45	1.66	19.4	40.98	36.62	3.1
4 A thorough understanding of the Program Outcomes, Program Specific Outcomes, and Course Outcomes are explained by Faculty.	1.56	1.04	20.12	41.08	36.31	3.1
5 Faculty had encouraged experiential learning, co-simular/participatory learning, projects, presentations, internships and the use of problem-solving methodologies.	1.56	1.35	19.4	41.08	36.72	3.1
6 The state-of-the-art academic infrastructure, particularly the workshops, labs, seminar halls, conference rooms, auditorium, and library etc.	1.55	1.45	20.12	42.01	34.99	3.08
7 The system of assessment and evaluation was fair and transparent.	1.35	1.45	19.4	42.22	35.68	3.1
8 Instillate employability and entrepreneurship in the teaching learning process.	1.66	1.24	20.33	42.32	34.54	3.07
9 Preparation and ability to engage in life long learning in the context of dynamic change.	1.65	1.66	19.71	41.29	38.79	3.08

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Click on **view comment** button to view the comments.

Feedback	Course	Year/Sem	Branch	Subject	Subject Code	Comments
1 STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)	Master of Business Administration	1	N/A	Financial and Management Accounting	MBA-103	All is well
2 STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)	Master of Business Administration	1	N/A	Financial and Management Accounting	MBA-103	Way of teaching is very awesome
3 STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)	Master of Business Administration	3	N/A	Counseling Skills and Performance Management	MBA-103-HS	Ksddm
4 STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)	Master of Business Administration	1	N/A	Statistics for Managers	MBA-102	Teacher well

Click on **Feedback Report** to generate Program wise feedback report on teaching learning process.



Type4 – If the user selects Feedback Type as **University Wise**

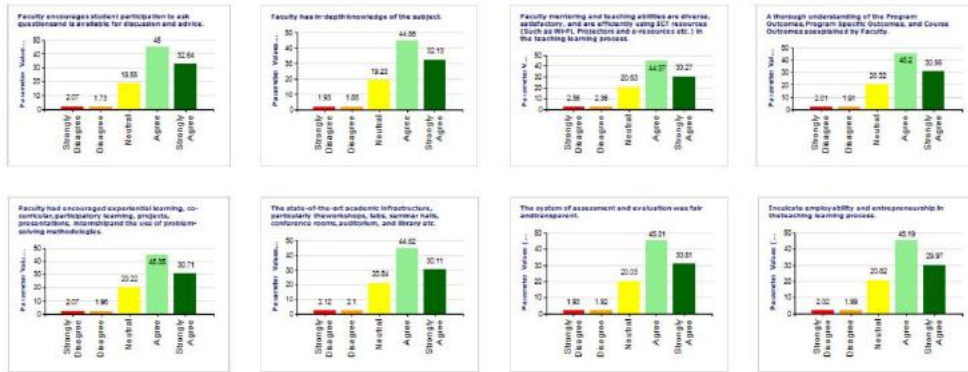
Select the university and click on **view feedback** button.

Parameter	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average Rating
1 Faculty encourages student participation to ask questions and is available for discussion and advice.	2.07	1.73	18.55	45	32.64	3.04
2 Faculty has in-depth knowledge of the subject.	1.93	1.85	19.23	44.86	32.13	3.03
3 Faculty mentoring and teaching abilities are diverse, satisfactory, and are efficiently using ICT resources (Such as Wi-Fi, Projectors and e-resources etc.) in the teaching learning process.	2.30	2.36	20.63	44.37	30.27	2.98
4 A thorough understanding of the Program Outcomes, Program Specific Outcomes, and Course Outcomes as explained by Faculty.	2.01	1.91	20.32	45.2	30.56	3
5 Faculty had encouraged experiential learning, co-curricular, participatory learning, projects, presentations, internship and the use of problem-solving methodologies.	2.07	1.96	20.22	45.05	30.71	3

Click on **Feedback Report** to generate University wise feedback report on teaching learning process.

STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)

Feedback Type : University Wise
University :



Type5 – If the user selects Feedback Type as College Wise

Curriculum Feedback | **Teaching Learning Feedback** | Student Satisfaction Survey | Parent's Feedback

Teaching Learning Feedback Report

Feedback For: Student | Feedback: STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)

Feedback Type: College Wise (Selected) | University: | College: |

View Comments | View Feedback | Feedback Report

Select university and college and click on **view feedback** button to view the data.

Curriculum Feedback | **Teaching Learning Feedback** | Student Satisfaction Survey | Parent's Feedback

Teaching Learning Feedback Report

Feedback For: Student | Feedback: STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (ODD)

Feedback Type: College Wise | University: | College: |

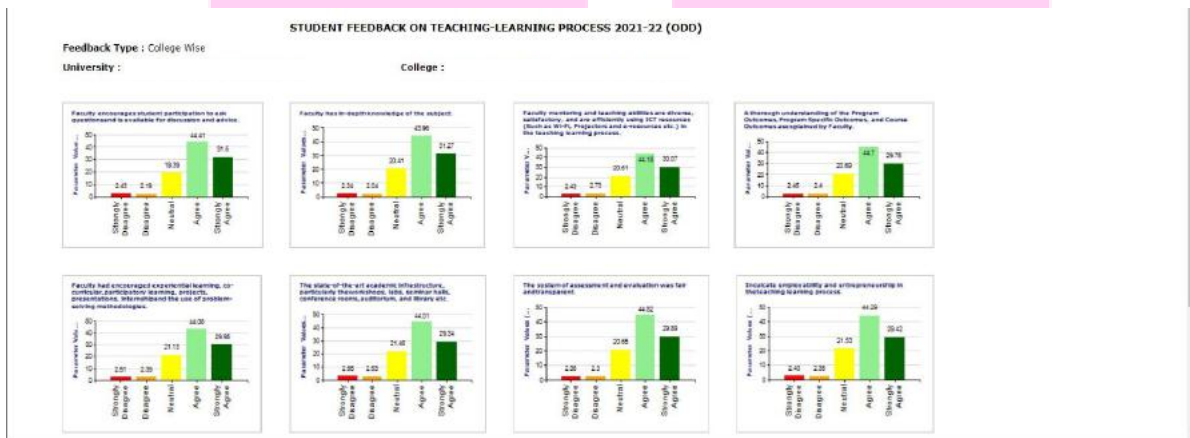
View Comments | View Feedback | Feedback Report

Parameter	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average Rating
1. Faculty encourages student participation to ask questions and is available for discussion and advice.	2.43	2.19	19.39	44.41	31.6	3.01
2. Faculty has in-depth knowledge of the subject.	2.34	2.04	20.41	43.96	31.27	3
3. Faculty mentoring and teaching abilities are diverse, satisfactory, and are efficiently using ICT resources (Such as Wi-Fi, Projectors and e-resources etc.) in the teaching learning process.	2.43	2.73	20.61	44.18	30.07	2.97
4. A thorough understanding of the Program Outcomes, Program Specific Outcomes, and Course Outcomes explained by Faculty.	2.45	2.4	20.65	44.7	29.78	2.97
5. Faculty had encouraged experiential learning, co-curricular, participatory learning, projects, presentations, internships and the use of problem-solving methodologies.	2.51	2.35	21.13	44.08	29.95	2.97
6. The state-of-the-art academic infrastructure, particularly the workshops, labs, seminar halls, conference rooms, auditorium, and library etc.	2.66	2.53	21.46	44.01	29.34	2.95

Click on **view comment** button to view the comments.

Feedback	Course	Year/Sem	Branch	Subject	SubjectCode	Comment	
1	STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (OOD)	Bachelor of Science (Information Technology)	3	N/A	Database Management System	BSIT-C301	K
2	STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (OOD)	Bachelor of Science (Information Technology)	3	N/A	Web Technologies and PHP Lab	BSIT-C352	ok
3	STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (OOD)	Master of Business Administration	3	N/A	Counseling Skills and Performance Management	MBA-303-MS	Kakdm
4	STUDENT FEEDBACK ON TEACHING-LEARNING PROCESS 2021-22 (OOD)	Bachelor of Business Administration	3	N/A	Information Technology for Business	BBA-305 (SE-1)	FSR
5	STUDENT FEEDBACK ON						

Click on **Feedback Report** to generate College wise feedback report on teaching learning process.



7.3c Student Satisfactory Survey

The student satisfaction survey **collects in-depth data of a student's satisfaction with an educational institution**. This survey template consist multiple question types that collect feedback about multiple aspects of the school that can help the management to streamline services.

Feedback Type can be Course wise, program Wise or University wise.

Type1 – If the user selects Feedback Type as **Program Wise**

Curriculum Feedback Teaching Learning Feedback **Student Satisfaction Survey** Parent's Feedback

Student Satisfactory Survey

Feedback For: Student Feedback: STUDENT SATISFACTION SURVEY ON TEACHING LEARNING AND EVALUATION 2021-22

Feedback Type: Program Wise University: [Redacted] College: [Redacted]

Course Type: PG Program: Master of Business Adml Branch: [Redacted]

View Comments View Feedback

Then the user has to complete the selection (like University, College, course type, program name, branch) and click on **view Feedback button** to view Program wise feedback of Student satisfaction Survey on teaching learning and evaluation as shown in figure below:-

Student Satisfactory Survey

Feedback For: Student Feedback: STUDENT SATISFACTION SURVEY ON TEACHING LEARNING AND EVALUATION 2021-22

Feedback Type: Program Wise University: [Redacted] College: [Redacted]

Course Type: PG Program: Master of Business Adml Branch: [Redacted]

View Comments View Feedback

Parameter	Col1 (%)	Col2 (%)	Col3 (%)	Col4 (%)	Col5 (%)
1 How well did the teacher prepare for the classes?	[Indifferently (2.87)]	Wont teach at all (3.83)	Poorly (5.26)	Thoroughly (27.27)	Satisfactorily (60.77)
2 How well were the teachers able to communicate?	Very poor communication (3.83)	Generally ineffective (3.83)	Just satisfactorily (14.35)	Sometimes effective (38.76)	Always effective (30.23)
3 Fairness of the Internal evaluation process by the teachers.	Usually unfair (2.87)	Unfair (3.35)	Sometimes unfair (7.66)	Always fair (36.36)	Usually fair (40.76)
4 Was your performance in assignments discussed with you?	Never (5.74)	Rarely (8.61)	Occasionally / Sometime (11.48)	Every Time (33.01)	Usually (41.15)

Click on **view comment** button to view the comments.

Feedback	Course	Branch	Comment
[Redacted]	[Redacted]	[Redacted]	[Redacted]
1 STUDENT SATISFACTION SURVEY ON TEACHING LEARNING AND EVALUATION 2021-22	Master of Business Administration	N/A	Aaaa
2 STUDENT SATISFACTION SURVEY ON TEACHING LEARNING AND EVALUATION 2021-22	Master of Business Administration	N/A	1. There should be more industrial visits and practical work done. As PG are the course where seeing different environment of work is imp future. 2. Teachers are helpful but sometime they do partiality with some students. 3. Classes can be more enjoyable which directly helps motivated for come in the class.

Type2 – If the user selects Feedback Type as **University Wise**

Curriculum Feedback Teaching Learning Feedback **Student Satisfaction Survey** Parent's Feedback

Student Satisfactory Survey

Feedback For: Student Feedback: STUDENT SATISFACTION SURVEY ON TEACHING LEARNING AND EVALUATION 2021-22

Feedback Type: University Wise Program Wise University Wise College Wise University: []

View Comment View Feedback

Select the university and click on **view feedback** button.

Student Satisfactory Survey

Feedback For: Student Feedback: STUDENT SATISFACTION SURVEY ON TEACHING LEARNING AND EVALUATION 2021-22

Feedback Type: University Wise University: []

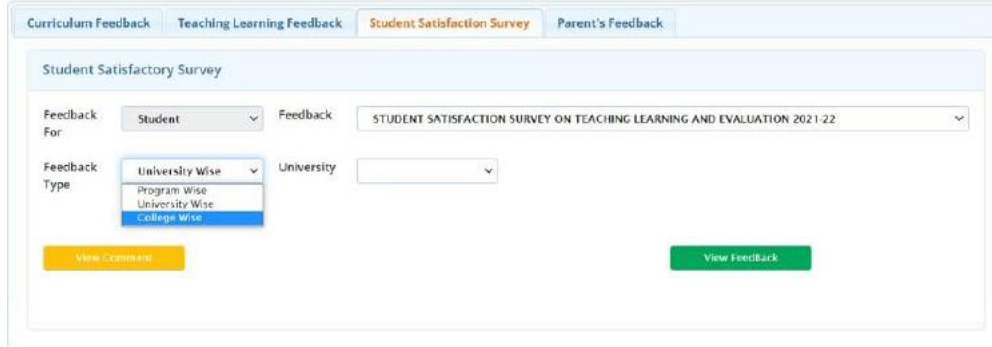
View Comment View Feedback

Parameter	Col1 (%)	Col2 (%)	Col3 (%)	Col4 (%)	Col5 (%)
1. How well did the teacher prepare for the classes?	Went teach at all (1.86)	Indifferently (2.79)	Poorly (7.21)	Thoroughly (25.95)	Satisfactorily (51.10)
2. How well were the teachers able to communicate?	Very poor communication (2.20)	Generally ineffective (4.20)	Just satisfactorily (12.26)	Sometimes effective (26.15)	Always effective (45.10)
3. Fairness of the internal evaluation process by the teachers.	Unfair (2.26)	Usually unfair (3.79)	Sometimes unfair (10.85)	Usually fair (39.55)	Always fair (42.55)
4. Was your performance in assignments discussed with you?	Never (4.05)	Barely (5.98)	Occasionally (12.57)	Usually (38.16)	Every Time (39.24)
5. The teachers illustrate the concepts through examples and application.	Never (2.21)	Barely (3.94)	Occasionally (11.08)	Usually (35.98)	Every Time (45.16)

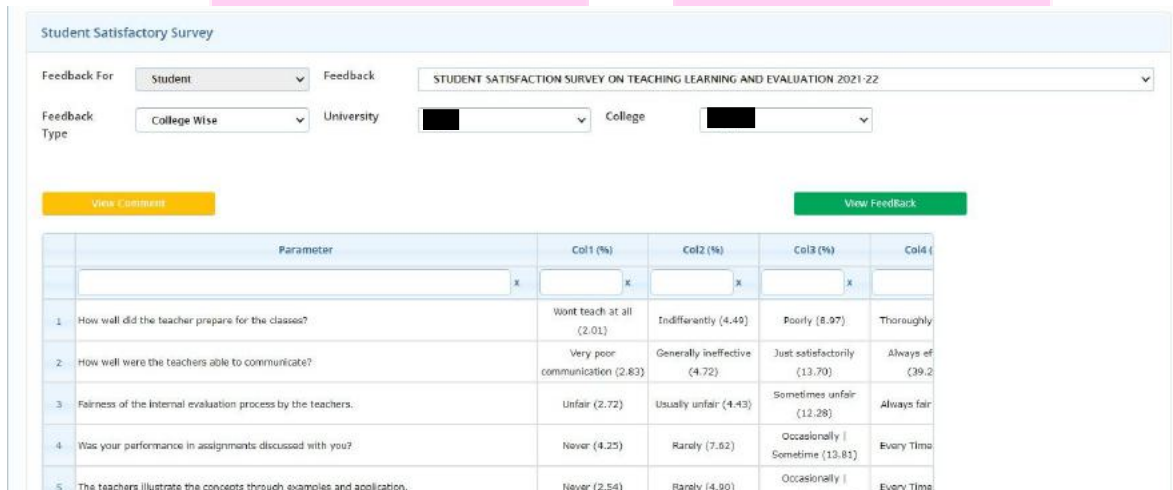
Click on **view comment** button to view the comments.

Feedback	Course	Branch	Comment
STUDENT SATISFACTION SURVEY ON TEACHING LEARNING AND EVALUATION 2021-22	M.Sc. (FOOD TECHNOLOGY)	N/A	...
STUDENT SATISFACTION SURVEY ON TEACHING LEARNING AND EVALUATION 2021-22	B.A.LL.B.(Hons.)	N/A	Need to few improvements in syllabus.
STUDENT SATISFACTION SURVEY ON TEACHING LEARNING AND EVALUATION 2021-22	B.Pharm.	N/A	studied

Type3 – If the user selects Feedback Type as **College Wise**



Select university and college and click on **view feedback** button to view the data.



Parameter	Col1 (%)	Col2 (%)	Col3 (%)	Col4 (%)
1. How well did the teacher prepare for the classes?	Wont teach at all (2.01)	Indifferantly (4.44)	Poorly (8.97)	Thoroughly
2. How well were the teachers able to communicate?	Very poor communication (2.83)	Generally ineffective (4.72)	Just satisfactorily (13.70)	Always ef (39.2)
3. Fairness of the internal evaluation process by the teachers.	Unfair (2.72)	Usually unfair (4.43)	Sometimes unfair (12.28)	Always fair
4. Was your performance in assignments discussed with you?	Never (4.25)	Rarely (7.62)	Occasionally Sometime (13.81)	Every Time
5. The teachers illustrate the concepts through examples and application.	Never (2.54)	Rarely (4.90)	Occasionally	Every Time

Click on **view comment** button to view the comments.



Feedback	Course	Branch	Comment
STUDENT SATISFACTION SURVEY ON TEACHING LEARNING AND EVALUATION 2021-22	Bachelor of Business Administration	N/A	Nothing

7.3d Parent's Feedback

Parents are partners in the education of their children. Parent's Feedback helps in achieving learning goals. Through this interface parents' feedback can be viewed as

per the parameters set on parent feedback on curriculum or infrastructure & other facilities.

The screenshot shows the 'Parent's Feedback' form with the following fields:

- Feedback For: Parent's
- Feedback: PARENT'S FEEDBACK ON CURRICULUM
- Feedback Type: University Wise (selected), University Wise, College Wise
- University: [Empty]
- Buttons: View Comment, View Feedback, Feedback Report

Step1 – Select Feedback type as University or college wise.

Step2 – Select the combination as per feedback type and click on view button to view the feedback.

The screenshot shows the 'Parent's Feedback' form with the following fields:

- Feedback For: Parent's
- Feedback: PARENT'S FEEDBACK ON CURRICULUM
- Feedback Type: University Wise
- University: [Redacted]
- Buttons: View Comment, View Feedback, Feedback Report

 Below the form is a table with the following data:

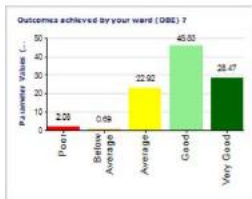
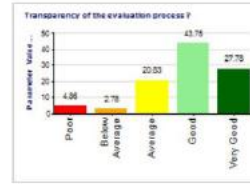
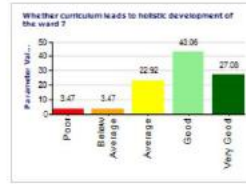
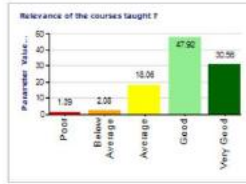
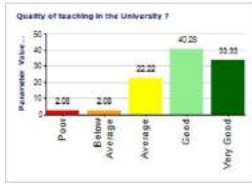
Parameter	Poor (%)	Below Average (%)	Average (%)	Good (%)	Very Good (%)
1 Quality of teaching in the University ?	2.08	2.08	22.22	40.28	33.33
2 Relevance of the courses taught ?	1.39	2.08	18.06	47.92	30.56
3 Whether curriculum leads to holistic development of the ward ?	3.47	3.47	22.92	43.06	27.08
4 Transparency of the evaluation process ?	4.86	2.78	20.83	43.75	27.78
5 Outcomes achieved by your ward (OBE) ?	2.08	0.69	22.92	45.83	28.47

Click on **Feedback Report** to generate Parent's feedback either university wise or college wise.

PARÉNT'S FEEDBACK ON CURRICULUM

Feedback Type : University Wise

University : UTTARANCHAL UNIVERSITY, DEHRADUN



7.4 Feedback Answer Report

This interface is used to get feedback given answers by faculty/student/alumni.

Step1 – Select the feedback eligible type. It can be student/staff/Alumni.

Step2 – Select Feedback type, University and feedback.

Step3 – Click on **view** button.

As you click on view button student list and subject list will appear.

Step4 – Select the students from student list and subject from the subject list.

Performance Monitor | Feedback Report | Feedback Answer Report

Feedback Rating Report

Feedback Eligible: Student
Feedback Type: Subject Wise
University: [Redacted]

Feedback: [Select] Student [Select] Staff [Select] Alumni [Select]

Student List

Student ID	Student Name	College	Course
<input checked="" type="checkbox"/>	TANISHQUR ZINVIH	[Redacted]	B.A.LL.B.(Hons.)
<input type="checkbox"/>	SIMRANDEET KAUR	[Redacted]	B.A.LL.B.(Hons.)
<input type="checkbox"/>	SAHIL BHATIA	[Redacted]	B.A.LL.B.(Hons.)
<input type="checkbox"/>	GURMAN SINGH	[Redacted]	B.A.LL.B.(Hons.)
<input type="checkbox"/>	IMR EAKSHI GUPTA	[Redacted]	B.A.LL.B.(Hons.)
<input type="checkbox"/>	HIMANI LODHI	[Redacted]	B.A.LL.B.(Hons.)
<input type="checkbox"/>	KHODI WASEEM	[Redacted]	B.A.LL.B.(Hons.)
<input type="checkbox"/>	HIMANSHU RAJPUROHIT	[Redacted]	B.A.LL.B.(Hons.)
<input type="checkbox"/>	LADKA P VAR	[Redacted]	B.A.LL.B.(Hons.)
<input type="checkbox"/>	DEVANSHI KARKI	[Redacted]	B.A.LL.B.(Hons.)

Subject List

Subject	Subject Code	
<input type="checkbox"/>	ENGLISH III (ADVANCE ENGLISH)	C-003
<input checked="" type="checkbox"/>	POLITICAL SCIENCE II (INDIAN GOVERNMENT AND POLITICS)	BA004
<input type="checkbox"/>	SOCIOLOGY II (SOCIOLOGICAL THEORIES, SOCIAL CHANGE CONTROL AND ITS INSTITUTIONS)	BA005
<input type="checkbox"/>	HISTORY II (LEGAL AND JUDICIAL INSTITUTION IN ANCIENT AND MEDIEVAL PERIOD)	BA006
<input type="checkbox"/>	LAW OF CONTRACT	S- 104
<input type="checkbox"/>	ENGLISH IV (LEGAL LANGUAGE & LEGAL WRITING)	C-004
<input type="checkbox"/>	FRENCH I	C-005
<input type="checkbox"/>	CONSTITUTIONAL LAW II	L- 103

Export Page 1 of 2 View 1 - 1,000 of 1,141 Report

Step5 – Click on **Report** button to view the report.

Question 4 : - A thorough understanding of the Program Outcomes, Program Specific Outcomes, and Course Outcomes as explained by Faculty.

- 1 : Strongly Agree (4)
- 2 : Agree (3)
- 3 : Neutral (2)✓
- 4 : Disagree (1)
- 5 : Strongly Disagree (0)

Question 5 : - Faculty had encouraged experiential learning, co-curricular, participatory learning, projects, presentations, internship and the use of problem-solving methodologies.

- 1 : Strongly Agree (4)
- 2 : Agree (3)
- 3 : Neutral (2)✓
- 4 : Disagree (1)
- 5 : Strongly Disagree (0)

Question 6 : - The state-of-the-art academic infrastructure, particularly the workshops, labs, seminar halls, conference rooms, auditorium, and library etc.

- 1 : Strongly Agree (4)
- 2 : Agree (3)
- 3 : Neutral (2)
- 4 : Disagree (1)✓
- 5 : Strongly Disagree (0)

Question 7 : - The system of assessment and evaluation was fair and transparent.

- 1 : Strongly Agree (4)
- 2 : Agree (3)
- 3 : Neutral (2)✓
- 4 : Disagree (1)
- 5 : Strongly Disagree (0)

Question 8 : - Inculcate employability and entrepreneurship in the teaching learning process.

- 1 : Strongly Agree (4)
- 2 : Agree (3)
- 3 : Neutral (2)✓
- 4 : Disagree (1)
- 5 : Strongly Disagree (0)

7.5 Course-Curriculum Feedback

This interface is used to generate Course – Curriculum Feedback Analysis Report.

The **Curriculum** inculcates soft skills, life skills competencies, Satisfaction Survey, Evaluation, **course** out comes and program outcomes. **Defined** and clear to teachers and students.

Feedback Type – Student Feedback

Step1 – Select Feedback type as Student

Step2 – Select feedback based on student curriculum Session wise.

The screenshot shows a web interface for generating a feedback report. The title bar reads 'IQAC | FeedBack Report | Course-Curriculum Feedback'. The main form is titled 'Curriculum Feed back Analysis Report'. It contains several dropdown menus: 'Feedback Type' is set to 'Student'; 'Feedback' is open, showing a list of feedback categories; 'Session' is set to '2021/22'; 'University', 'Program', and 'Course' are empty; 'CourseType' is empty. There are two buttons at the bottom right: 'Generate Report' (blue) and 'View Comment' (red).

Step3 – Select Session, University, College, Course type, program and semester, branch (if any)

Step4 – Select Course name for which the user wants to view and generate the feedback report.

Step5 – Click on **View Feedback** to view the feedback.

Curriculum Feed back Analysis Report

Feedback Type: Feedback:

Session: University: College: CourseType:

Program: Semester: Branch:

Course:

- Select-
- Strategic Management
- Summer Training Report
- Industrial Relations and Labour Laws
- Organizational Change and Human Resource Development
- Counseling Skills and Performance Management
- Security Analysis
- Financial Markets and Institutions
- International Financial Management
- Consumer Behaviour
- Marketing of Services
- Marketing Research
- International Business

Curriculum Feed back Analysis Report

Feedback Type: Feedback:

Session: University: College: CourseType:

Program: Semester: Branch:

Course:

Parameter	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Avg
	<input type="text" value="x"/>	<input type="text" value="x"/>	<input type="text" value="x"/>	<input type="text" value="x"/>	<input type="text" value="x"/>	<input type="text" value="x"/>
1. The sequence of the content is well organized.	2.38	2.38	23.81	54.76	16.67	2.81
2. Uniformity of syllabus in terms of curriculum load.	2.38	2.38	30.05	52.38	11.9	2.69
3. Course curriculum is career oriented.	2.38	2.38	26.10	50	19.05	2.81
4. Learning values are inclined for development of skills, concepts, knowledge and analytical abilities.	2.38	4.76	26.19	54.76	11.9	2.69
5. The curriculum justifies the assigned lectures.	2.38	2.38	28.57	47.62	19.05	2.79
6. The course curriculum covers the latest developments in relevant areas.	2.38	2.38	38.05	50	14.20	2.71
7. Course curriculum contains scope of relevant activities.	4.76	7.14	23.81	47.62	16.67	2.64
8. The course content is updated rationally.	2.38	2.38	30.05	52.38	11.9	2.69
9. The course curriculum has good balance between theory and practical applications.	2.38	2.38	33.33	52.38	9.52	2.64
10. The Course content encourages self and extra curriculum learning.	0	9.52	38.1	40.48	11.9	2.55

Step6 – Click on **View comment** to view the comments given by the students on the feedback.

The screenshot shows the 'Curriculum Feed back Analysis Report' interface. It includes several dropdown menus for filtering data: Feedback Type (Student), Feedback (STUDENT FEEDBACK ON CURRICULUM 2020-21 (ODD)), Session (2020/21), University, College, CourseType (PG), Program (Master of Business Adm), Semester (3), Branch, and Course (Strategic Management). Below these filters are three buttons: 'View Feedback' (green), 'Feedback Report' (blue), and 'View Comment' (red, circled in red). A dropdown menu for the Course is open, showing a list of subjects including Strategic Management, Summer Training Report, Industrial Relations and Labour Law, etc.

	Feedback	Course	YearSem	Branch	Subject	SubjectCode	
	<input type="text"/> x	<input type="text"/> x	<input type="text"/> x	<input type="text"/> x	<input type="text"/> x	<input type="text"/> x	
	(ODD)	administration					
6	STUDENT FEEDBACK ON CURRICULUM 2020-21 (ODD)	Master of Business Administration	3	N/A	Strategic Management	MBA-301	Ajjana
7	STUDENT FEEDBACK ON CURRICULUM 2020-21 (ODD)	Master of Business Administration	3	N/A	Strategic Management	MBA-301	All is good.
8	STUDENT FEEDBACK ON CURRICULUM 2020-21 (ODD)	Master of Business Administration	3	N/A	Strategic Management	MBA-301	everything is perfect
9	STUDENT FEEDBACK ON CURRICULUM 2020-21 (ODD)	Master of Business Administration	3	N/A	Strategic Management	MBA-301	Excellent
10	STUDENT FEEDBACK ON CURRICULUM 2020-21 (ODD)	Master of Business Administration	3	N/A	Strategic Management	MBA-301	Excellent
11	STUDENT FEEDBACK ON CURRICULUM 2020-21 (ODD)	Master of Business Administration	3	N/A	Strategic Management	MBA-301	faculty members are very supportive
12	STUDENT FEEDBACK ON CURRICULUM 2020-21 (ODD)	Master of Business Administration	3	N/A	Strategic Management	MBA-301	Fbkm

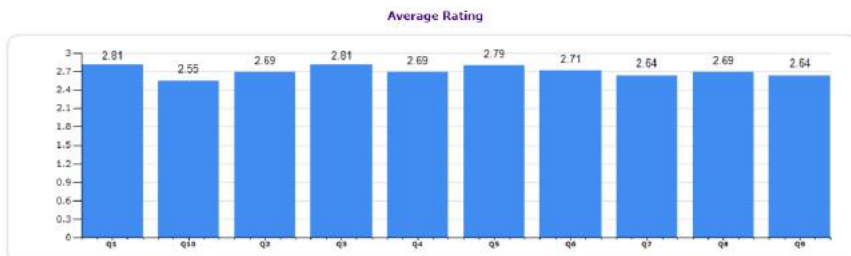
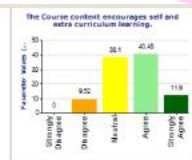
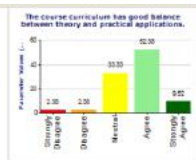
Step7 – Click on Feedback report to generate the report.

The screenshot shows a web interface for generating a curriculum feedback report. It includes several dropdown menus for selection: Feedback Type (Student), Feedback (STUDENT FEEDBACK ON CURRICULUM 2020-21 (ODD)), Session (2020/21), University, College, Course Type (PG), Program (Master of Business Adm), Semester (3), and Branch. A course dropdown menu is open, showing options like Strategic Management, Strategic Management, Summer Training Report, Industrial Relations and Labour Laws, Organizational Change and Human Resource Development, Counseling Skills and Performance Management, Security Analysis, Financial Markets and Institutions, International Financial Management, Consumer Behaviour, Marketing of Services, Marketing Research, and International Business. To the right of the course dropdown are three buttons: 'View Feedback' (green), 'Feedback Report' (blue, circled in red), and 'View Comment' (red).

ANALYSIS OF STUDENT FEEDBACK ON CURRICULUM (Curriculum Feedback Analysis 2020-21)

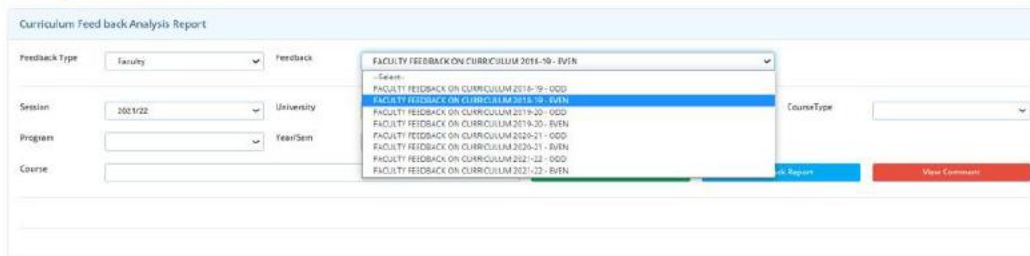
Course :- Strategic Management Course Code :- MBA-301
 Program :- Master of Business Administration Semester :- 3

Parameter	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Avg
The sequence of the content is well organized.	2.38	2.38	23.81	54.76	16.67	2.81
Uniformity of syllabus in terms of curriculum load.	2.38	2.38	30.95	52.38	11.0	2.69
Course curriculum is career oriented.	2.38	2.38	26.19	50	19.05	2.81
Learning values are inclined for development of skills, concepts, knowledge and analytical abilities.	2.38	4.76	26.19	54.76	11.9	2.69
The curriculum justifies the assigned lectures.	2.38	2.38	28.57	47.02	19.05	2.79
The course curriculum covers the latest developments in relevant areas.	2.38	2.38	30.95	50	14.29	2.71
Course curriculum contains scope of relevant activities.	4.76	7.14	23.81	47.62	16.67	2.64
The course content is updated rationally.	2.38	2.38	30.05	52.38	11.0	2.60
The course curriculum has good balance between theory and practical applications.	2.38	2.38	33.33	52.38	9.52	2.64
The Course content encourages						



Feedback Type – Faculty Feedback

From this type **faculty wise** feedback is visible of the course curriculum.



The screenshot shows the 'Curriculum Feed back Analysis Report' form. The 'Feedback Type' is set to 'Faculty'. The 'Feedback' dropdown menu is open, showing a list of feedback items such as 'FACULTY FEEDBACK ON CURRICULUM 2018-19 - ODD', 'FACULTY FEEDBACK ON CURRICULUM 2018-19 - EVEN', 'FACULTY FEEDBACK ON CURRICULUM 2019-20 - ODD', 'FACULTY FEEDBACK ON CURRICULUM 2019-20 - EVEN', 'FACULTY FEEDBACK ON CURRICULUM 2020-21 - ODD', 'FACULTY FEEDBACK ON CURRICULUM 2020-21 - EVEN', 'FACULTY FEEDBACK ON CURRICULUM 2021-22 - ODD', and 'FACULTY FEEDBACK ON CURRICULUM 2021-22 - EVEN'. The 'Session' is set to '2021/22'. There are also fields for 'University', 'Year/Sem', and 'CourseType'.

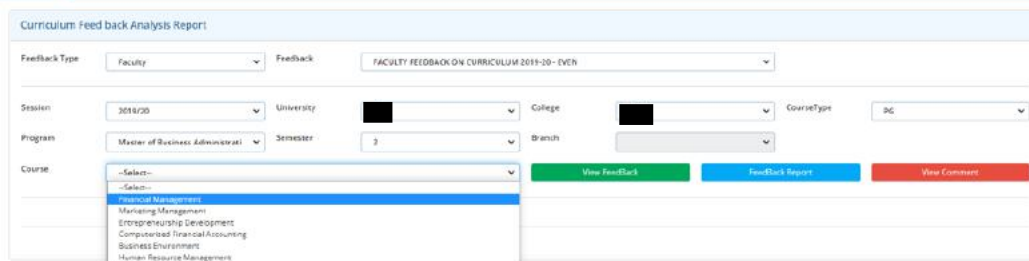
Step1 – Select Feedback type as Faculty

Step2 – Select feedback based on Faculty feedback on curriculum – Session wise.

Step3 – Select Session, University,

Step3 – Select Session, University, and College, Course type, program and semester, branch (if any)

Step4 – Select Course name for which the user wants to view and generate the feedback report.



The screenshot shows the 'Curriculum Feed back Analysis Report' form with more fields filled in. 'Feedback Type' is 'Faculty' and 'Feedback' is 'FACULTY FEEDBACK ON CURRICULUM 2019-20 - EVEN'. 'Session' is '2019/20', 'University' is a masked field, 'College' is a masked field, and 'CourseType' is 'OD'. 'Program' is 'Master of Business Administration', 'Semester' is '3', and 'Branch' is a masked field. The 'Course' dropdown menu is open, showing options: 'Financial Management', 'Marketing Management', 'Entrepreneurship Development', 'Computerized Financial Accounting', 'Business Environment', and 'Human Resource Management'. There are buttons for 'View Feedback', 'Feedback Report', and 'View Comment'.

Curriculum Feed back Analysis Report

Feedback Type: Faculty Feedback: FACULTY FEEDBACK ON CURRICULUM 2020-21 - EVEN

Session: 2020/21 University: [Redacted] College: [Redacted] CourseType: UG

Program: B.Sc. (Hons.) PHYSICS Semester: 4 Branch: [Redacted]

Course: MATHEMATICAL PHYSICS-III

View Feedback Feedback Report View Comment

Parameter	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Avg
1. The course content is in conformity with the course objectives and outcomes.	0	0	0	100	0	3
2. The course curriculum is well balanced between theory and/or practical/field work knowledge.	0	0	100	0	0	2
3. The course content has been presented from basic to advance.	0	0	0	0	100	4
4. The current course content is sufficient to fulfill the gap between industry and academics.	0	0	0	100	0	3
5. Credit allocation is rational to the coverage of the course curriculum.	0	0	0	0	100	4
6. The curriculum has focus on skill development/employability/entrepreneurship	0	0	0	100	0	3
7. The course content has increased knowledge and interest in the subject area.	0	0	0	0	100	4
8. The text books and reference books mentioned in the syllabus are relevant and updated.	0	0	0	0	100	4
9. The course curriculum improves students' comprehension of the domain.	0	0	0	0	100	4
10. The course curriculum needs moderation.	100	0	0	0	0	0

Export Page 1 of 1 View 1 - 10 of 10

Step5 – Click on **View Feedback** to view the feedback.

Step6 – Click on **View Comment** to view the Comment.

Curriculum Feed back Analysis Report

Feedback Type: Faculty Feedback: FACULTY FEEDBACK ON CURRICULUM 2019-20 - EVEN

Session: 2019/20 University: [Redacted] College: [Redacted] CourseType: PG

Program: Master of Business Administration Semester: 2 Branch: [Redacted]

Course: [Dropdown menu with options: Financial Mathematics, Marketing Management, Entrepreneurship Development, Computerized Financial Accounting, Business Environment, Human Resource Management]

View Feedback Feedback Report View Comment

Feedback	Course	YearSem	Branch	Subject	SubjectCode	
FACULTY FEEDBACK ON CURRICULUM 2020-21 - EVEN	B.Sc. (Hons.) PHYSICS	4	N/A	MATHEMATICAL PHYSICS-III	TBHP 401	The course is well-planned and interesting I

Step7 – Click on Feedback Report to view the Report.

Curriculum Feed back Analysis Report

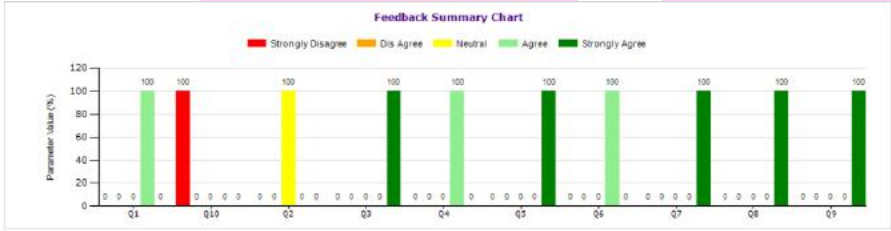
Feedback Type: Faculty Feedback: FACULTY FEEDBACK ON CURRICULUM 2019-20- EVEN

Session: 2019/20 University: [Redacted] College: [Redacted] CourseType: BSc

Program: Master of Business Administration Semester: 2 Branch: [Redacted]

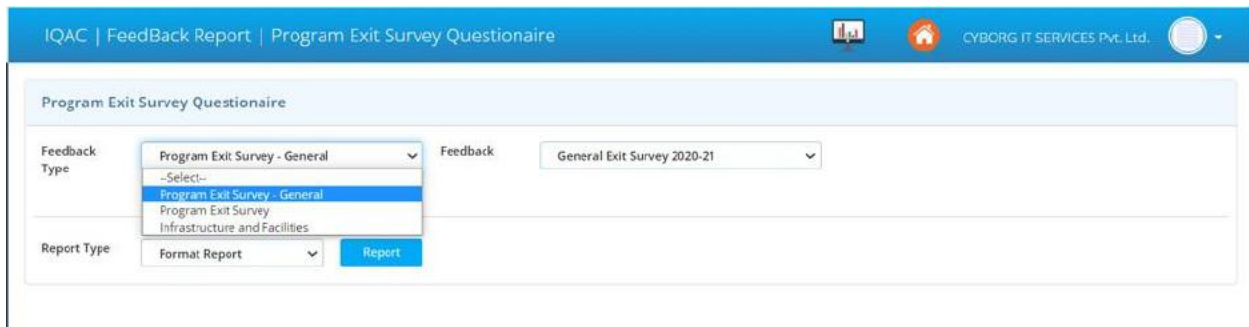
Course: [Dropdown menu with options: Financial Management, Marketing Management, Entrepreneurship Development, Computerized Financial Accounting, Business Environment, Human Resource Management]

Buttons: View Feedback (Green), **Feedback Report (Blue, circled in red)**, View Comment (Red)



7.6 Program Exit Survey Questionnaire

In this interface pre-set questionnaire is used in the exit process of an ongoing student either in the form of survey or online feedback.



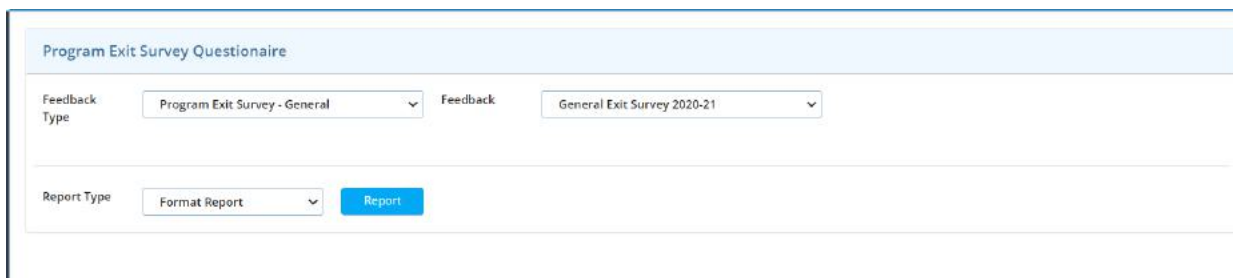
Feedback types are based on:

- **Program Exit Survey – General**
- **Program Exit Survey**
- **Infrastructure and facilities.**

Step1 – If the user selects feedback type as **Program Exit Survey–General**

Step2 – Select Feedback as General Exit Survey 2020-21 and then select the **report type**.

Step3 – Select report type as **Format Report** and click on report button to generate the report.



IQAC | FeedBack Report | Program Exit Survey Questionnaire

Program Exit Survey Questionnaire

Feedback Type: Program Exit Survey - General Feedback: General Exit Survey 2020-21

University: College Course Type: Program:

Branch: Batch:

Report Type: Feedback Report **Report**

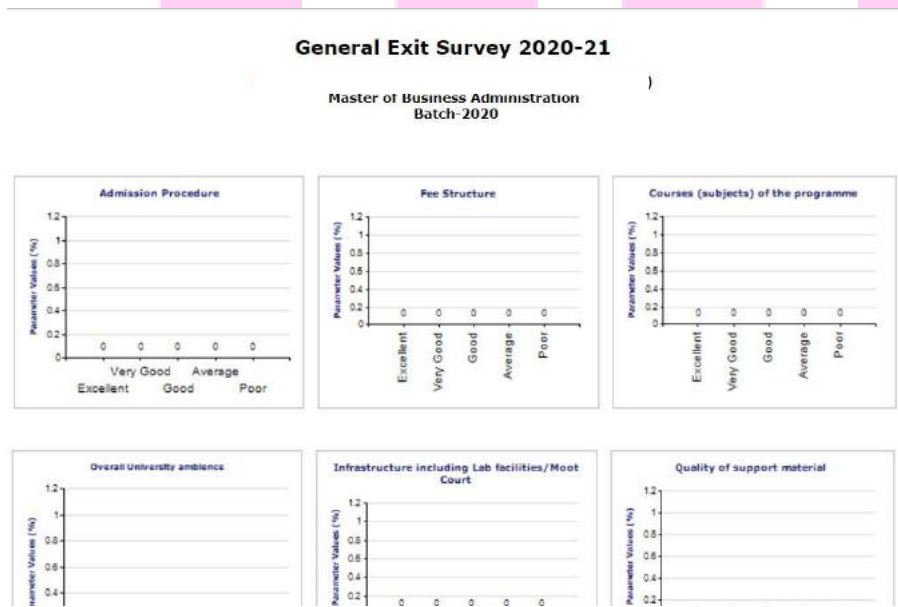
Program Exit Survey Questionnaire

Feedback Type: Program Exit Survey - General Feedback: General Exit Survey 2020-21

University: College Course Type: UG Program: Bachelor of Business Administration

Branch: --Select-- Batch: 2020-2023

Report Type: Feedback Report **Report**



Step1 – Select feedback type as **Program Exit Survey**.

Step2 – Select the university, College, Course Type, Program, Branch, Batch.

IQAC | Feedback Report | Program Exit Survey Questionnaire

Program Exit Survey Questionnaire

Feedback Type: Program Exit Survey Feedback: Program Exit Survey - 2020-21

University: [Redacted] College: [Redacted] Course Type: PG Program: Master of Business Admin

Branch: --Select-- Batch: 2020-2022

Report Type: Format Report Report

Step3 – Select Format Report and click on **report** button to generate the report.

Program Exit survey

Batch :- 2020-2022 **College** :- [Redacted]

Program :- Master of Business Administration **Branch** :- N/A

Vision & Mission :

S.No.	Question	
		0

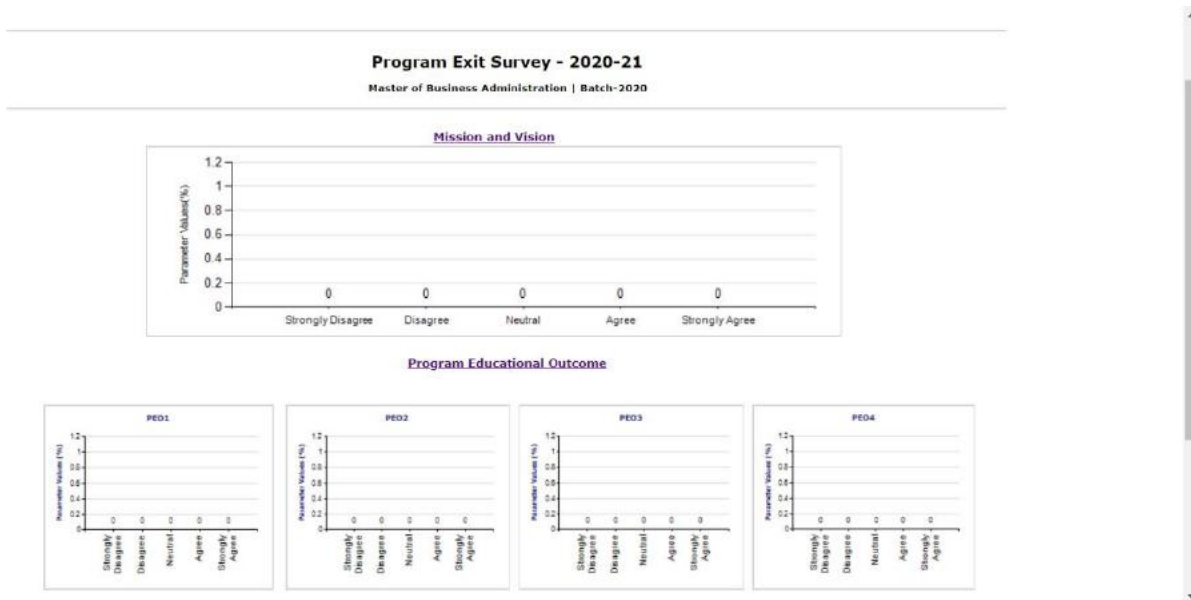
Program Educational Objective :

S.No.	PEO	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Possess in-depth subject knowledge and proficiency in managerial skills for employment and future career development and life-long learning.					
2	Develop level of competence along with a holistic approach for designing and implementing innovative solutions to deal with complexities of the modern business world.					
3	Adapt to rapidly changing environment by nurturing the spirit of creativity and entrepreneurship while giving a sense of direction to future business.					
4	Develop skills required for professional management practice while being socially responsible and value-driven citizens committed to sustainable development.					
5	Evaluate and integrate ethical considerations coupled with value-based leadership to create productive leaders in the business world.					

Program Outcomes :

If the report type is selected as Feedback Report of program exit survey then select the outcome value

Also like (PO, PEO, PSO) and click on report button.



Step1 – Select feedback type as **Infrastructure and facilities**.

Step2 – Select Report type as **Format report**.

IQAC | Feedback Report | Program Exit Survey Questionnaire

Program Exit Survey Questionnaire

Feedback Type: Infrastructure and Facilities Feedback: Infrastructure and Facilities Survey 2020-21

Report Type: Format Report **Report**

Step3 – Click on **Report** button to generate the report.

Infrastructure and Facilities Survey 2020-21

In this section you are asked to rate questions on a 0 to 4 numerical scale. Please take a few minutes to acquaint yourself with this

S.No.	Question	Excellent	Very Good	Good	Average	Poor
1	Infrastructure including Lab facilities/Moot Court					
2	Quality of support material					
3	Hostel facilities					
4	Library facilities					
5	Hospital/Healthcare/Ambulance facilities					
6	Sports facilities					
7	Alumni Network					
8	Placement support					
9	Online data base					
10	Support of Faculty member					
11	Support of Administrative Staff					
12	Overall rating of the University					

Step4 – Select Report type as **Feedback report** and select the college name for which the report has to be generated.

Step5 – Click on **Report** Button to generate the report.

Infrastructure and Facilities Survey 2020-21

