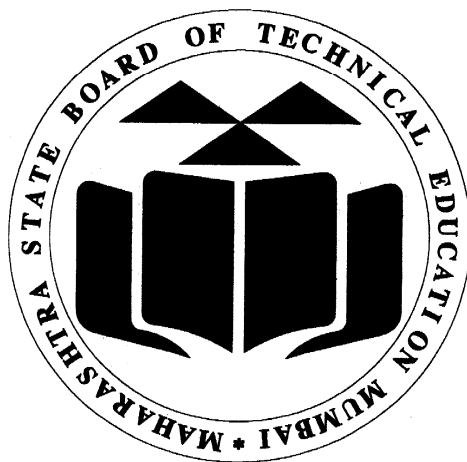# MANUAL FOR CURRICULUM IMPLEMENTATION AND ASSESSMENT NORMS (CIAAN 2011)

MAHARASHTRA STATE BOARD OF TECHNICAL EDUCATION. MUMBAI

For Engineering and Technology Full time One to Five year duration Courses

(with effect from 2011-12)

MANUAL FOR

CURRICULUM IMPLEMENTATION

AND

STUDENTS ASSESSMENT NORMS

(CIAAN 2011)

In order to ensure the uniformity in the curriculum implementation **CIAAN -2001 was developed** by following committee.

Project Organiser	Chairman, Maharashtra State Board of Technical Education, Mumbai
Project Officer	Mr. M. A. Mulay, Controller of Examinations, Maharashtra State Board of Technical Education, Mumbai
Project Co-ordinator	Mr. B. D. Kale, Asst. Secretary, Maharashtra State Board of Technical Education, Mumbai
Expert Guidance	Dr.R.S.Mahashabde, Coordinator, T.T.T.I. Extension Centre, Pune
Project Institute	Government Polytechnic, Aurangabad
Project Leader	Dr. A. R. Thete, HOD Civil, Govt. Polytechnic, Aurangabad
Authors	Dr. A. R.Thete, HOD Civil, Autonomy and curriculum Development, Govt. Polytechnic, Aurangabad. Prof. M. A. Mulay, Controller of Examinations, Maharashtra State Board of Technical Education, Mumbai.

Project Group Members: 1. Prof. G. R.Sangawai, LAPM, G.P.Aurangabad

2. Prof. S.P.Shiralkar, LME, G.P.Aurangabad

3. Prof. L.S.Patil, LEE, G.P.Aurangabad

4. Prof. A.A.Bhole, LEE, G.P.Aurangabad

5. Prof. S.S.Ragte, LCE, G.P.Aurangabad

6. Prof. S.T.Bidgar, HAPM, G.P.Osmanabad

7. Prof. G.N.Balsaraf, Lect, Phy, G.P.Beed

8. Prof. Y.N.Shaikh, LCE, P.L.G.P.Latur

9. Prof. S. M. Nilangekar, Asst. Secretary, RBTE, Aurangabad.

First revision of CIAAN -2001 was done in the year 2004. Following committee revised it

Sr. No	Committee Member	Designation
1	Shri. S. M. S. Shashidhara, Head of Civil Engg. Dept. Govt. Polytechnic, Ahmednagar	Convenor
2	Shri. S. S. Tamhane, Training & Placement Officer, Govt. Residential women's Poly., Yavatmal	Member
3	Shri. R. N. Shikari, Head of Electronics Dept., Govt. Residential women's Poly., Latur	Member
4	Shri. Mahajan, Smt. Venuai Chavan Poly, Pune	Member
5	Shri. P. N. Tandon, Vice Principal' Bharati Vidyapeeth's Instt. of Technology, Navi Mumbai	Member
6	Dr. A. R. Thete. Assis. Director of Technical Education, Regional Office, Aurangabad	Member
7	Shri. M. D. Shivankar, Dy. Secretary, M. S. Board of Technical Education, Regional Office, Aurangabad	Member Secretary

Second revision : CIAAN -2004 Further revised in the year 2008-2009

Third Revision: CIAAN is further revised by the following Committee in the year 2011-12

Sr. No	Committee Member	Designation
1	Shri. V. R. Rao, Principal, Cusro Wdia Instt. of Tech. Pune	Convenor
2	Shri. D. M. Gaikwad, Training & Placement Officer, Govt. Poly., Nashik	Member
3	Shri. S. N. Mahajan, Head of Mechanical Dept., V. B. V. Poly., Vasai	Member
4	Shri. B. B. Kulkarni, Lecturer in Mech. Engg. Dept. Govt. Polytechnic, Ratnagiri	Member
5	Shri. S. P. Yavalkar, Dy. Secretary, M. S. Board of Technical Education, Mumbai	Member Secretary

New Norms for academic Monitoring for **Engineering Diploma courses** are revised by the following committee in the year 2011-12

Sr. No	Committee Member	Designation
1	Shri. D. P. Nathe, Principal, Government Polytechnic, Mumbai	Chairman
2	Shri. N. K. Mahajan, HOD, Sau. Venutai Chavan Polytechnic, Pune	Member
3	Shri. N. G. Nikam, Principal, P. D. V. V. Patil Institute of Technology and Engineering Pravranagar, Dist-Ahmednagar	Member
4	Shri. P. W. Charde, Principal, Shri. Datta Meghe Polytechni, Nagpur	Member
5	Shri. S. P. Yavalkar, Dy. Secretary, M. S. Board of Technical Education, Mumbai	Member Secretary

New Norms for academic Monitoring for **Pharmacy Diploma courses** are revised by the following committee in the year 2011-12
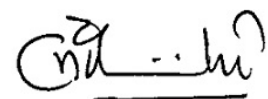
Sr. No	Committee Member	Designation
1	Dr. M. N. Qureshi, Principal, Institute of Pharmacy Malegaon, Nashik	Chairman
2	Dr. C. V. Achara, Principal, K. M. Kundnani Pharmacy Polytechnic, Ulhasnagar	Member
3	Shri. N. R. Dighade, Principal, Advocate V. R. Manohar Institute of Diploma in Pharmacy, Wanadogari Hongna Road, Nagpur	Member
4	Shri. H. M. Washimkar, Shinhagad College of Pharmacy	Member
5	Shri. V. D. Vaidya, Dy. Secretary, M. S. Board of Technical Education, Mumbai	Member Secretary

FOREWORD

The Maharashtra State Board of Technical Education has adopted the policy of designing the curriculum based on the scientific principles since 1995. As a part of curriculum implementation, the student assessment norms have been implemented. These norms are now known as Assessment Norms 96. Next revision of curriculum was done through various identified institutions (Design Centres) from 2001-02. The new curriculum mainly focuses on professional and generic skill development in students and meeting the desired quality of teaching, learning and management. This needs redesign of whole education process and to plan the activities at various levels such as institution, department, and teacher level on regular basis. The Heads of Institutions are required to perform various functions to manage the change along with their routine activities.

The Curriculum Implementation and Assessment Norms (CIAAN) are prepared for ensuring the effective curriculum implementation. The word curriculum implementation shall not be taken in an isolated manner but as an integral part of curriculum development process at institutional level. The efforts taken by the project team towards preparing this document are appreciated. The norms are focussed on the progressive assessment of the student. However, this also provides feed back at regular intervals to the teachers. This will also be helpful to the institutions to manage the resources effectively and efficiently.

It is expected that this will bring uniformity in the curriculum implementation and student assessment to meet the objectives.

(Dr. P. M. Khodke)
Director
MSBTE, Mumbai

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PART - A

PHILOSOPHY

1.0   Introduction:

Curriculum is the total plan of intent designed and implemented with predetermined goals. The scientific based curriculum designed by MSBTE covers these aspects in its curriculum documents. The quality of diploma pass outs as expected by the industries is reflected in the form of knowledge, skills, abilities and attitudes acquired by the students. While designing the curriculum for diploma programme, such knowledge and skills to be developed in students have been identified. The teaching - learning process adopted provides a key to development of knowledge, skills and attitudes amongst the students. Providing opportunities to the students in acquiring the desired skills is the key factor in implementing the curriculum. To ensure effective implementation of the curriculum, there is a need of establishing a mechanism at the state level and institute level. Proper monitoring through internal and external committees is expected to provide guidance and support in improving the implementation.

The purpose of the students' assessment is to guide them in improving their performance. This assessment has to be based on appropriate criteria as applicable to different subjects.

This section elaborates the philosophy adopted in Curriculum Design, the mechanism for curriculum implementation and approach for assessment of student s' performance.

2.0   Philosophy of Curriculum Design

The MSBTE conducted the survey of Industries in the Maharshtra State. The industries covered were small, medium and large. The data was collected through a well-designed questionnaire and interviews with selected industry personnel. The data was analysed systematically to arrive at the expectations mainly of medium scale industries.

Fig 1 shows a schematic approach to curriculum development

The Curriculum Document explicitly describes technical skills, social skills and the attitudes to be developed in students. While designing the contents of each subject, the principles under the theories of learning have been used. The link diagram and the graphical structure is provided for each subject helps the students' to learn systematically and also help the teachers to use different strategies for teaching (For details refer to Curriculum Document).

The major important points to note for users of curriculum (as described in curriculum document of MSBTE.) are -

- Job Description and role of technician.
- Curriculum objectives drawn from job analysis.
- Personal Development Domain.
- Social Development.
- Life Long Learner.
- Industry related professional role.
- Curriculum areas to develop / achieve curriculum objectives.
- Graphical structure of the subject area.

- Teaching – learning process at curriculum level and

- Approach to student evaluation.

The revised curricula for all disciplines contain major thrust areas like use of information technology and development of generic skills. The highlights of the revised curriculum are summarised below.

- For each discipline a core team was formed to revise the curriculum.

- Analysis of the present curriculum has been done through the questionnaire responded by concerned teachers. In order to assess the present needs of industries, search conferences were organised. Series of discussions were held with the representatives of Industries.

- To develop the desired abilities in students, as expressed by industries, focus has been given on developing generic skills.

- The curriculum of generic skills has been designed from whole to part.
    - The first year focuses on personal development.
    - Contents of second year gives stress on social skills
    - The third year gives emphasis on developing professional skills through project management

- Specific periods (lectures / practicals) have been allocated in the curriculum for generic skills

- In order to prepare the students for using advanced technologies, the subject of information technology has been introduced.

- Integration of generic skills and information technology in various subjects is anticipated.

- The revised curriculum, while implementing expects the shift from teaching to learning.

2.1 Curriculum Development Strategies

In view of predetermined goals derived from the curriculum design on scientific basis, the Board has decided to adopt following strategies to develop the curriculum.

1. To conduct industry survey to find out role of diploma holder due to recent advertisements in technology and changing needs of Industry & Society.

2. To conduct search conference for identifying specific area for which skilled manpower is required.

3. Curriculum is developed / revised through identified project institute with experienced faculty and under guidance of education consultants.

4. In order to develop the curriculum on sound principles of education the faculty is trained in the following areas -
    - Systems Thinking

- Theories of learning
- Theories of knowledge, Principles of education Technology.
- Content Detailing of subject
- Development of Teachers Guide & Sample Question Paper
- Effective implementation of Curriculum

2.2.1 Learning Resource Development

By adopting principles of education technology following learning resource material have been developed systematically.

- More than 90 Laboratory Manuals for Engineering & Technology courses are developed as well as 09 Lab manuals for diploma in Pharmacy courses are developed along with Hand Book and Assignment Book on Development of Life Skills.
- Four Lab Manuals for Short Term Diploma Courses Diploma in Dress Designing and Manufacturing (DM) are also developed.
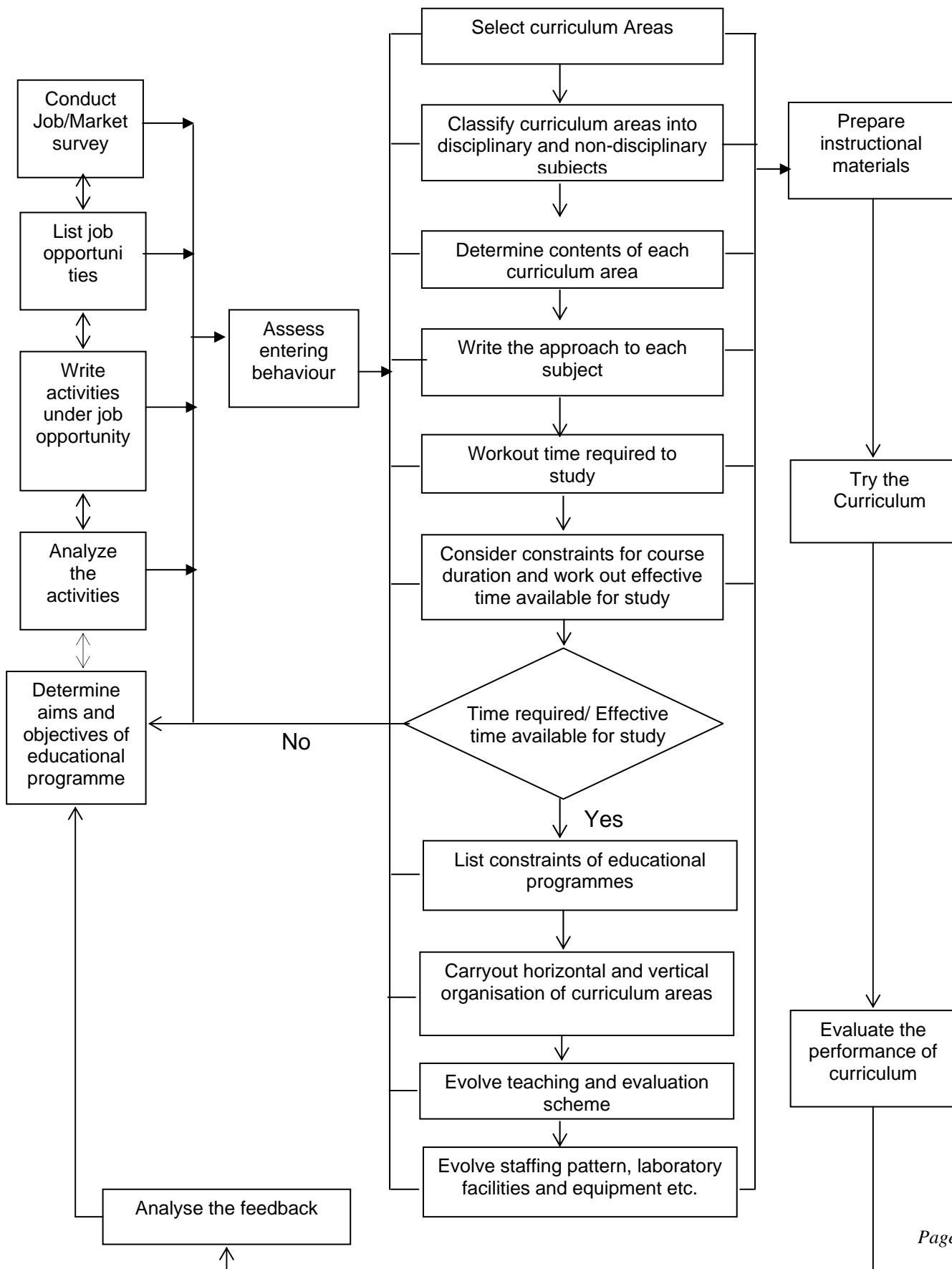
Fig.1 A SCHEMATIC APPROACH TO CURRICULUM DEVELOPMENT

3.0 CURRICULUM IMPLEMENTATION & ASSESSMENT NORMS:

(in pursuant to clause 22 of Maharashtra Act XXXVIII of 1997)

3.1 Approach for Curriculum Implementation

The MSBTE has designed its curriculum by adopting Systems Approach. The same approach has been considered while considering Curriculum Implementation as Project. (Refer **Fig. 2**) The salient features from the diagram are as follows.

The customer of the system is industry and community that requires competent technical manpower. In order to produce the desired output, curriculum implementation process should be well planned and executed. The diagram shows sequential learning process, from state level planning to students' meaningful learning. To carry out the educational processes, the enabling processes have been identified as shown in the diagram. To ensure effective curriculum implementation, the management structure has been proposed under the control of MSBTE such as RBTE, RCC, ICIU, EAMC and IAMC. The mechanism proposed will ensure the quality of the processes. This will be achieved through the monitoring carried out by EAMC and IAMC. The diagram shows the output of this process. In order to ensure improvement in Teaching - learning process and quality of output, the systems approach is most appropriate.

Regulating Agencies like MHRD, AICTE etc

Academic Committee

6) MSBTE

RBTE　　RRC

GP　　AP　　GAP　　SFP　　SFP

ICIU　　EAMC　　IAMC

3) Signal Input

2) Output

1) Customers.

External
- Industries
- Community
- Parents / Students

Internal
- Management
- Faculty
- Staff

Suppliers of Input

Schools

Expert Organisations

Student

IAMC

4) Process

A) Educational processes

SP → IP → CD → LRDC / LRUC → ID → Students Learning

Competent Diploma Pass Out

Curriculum implementation

Curriculum monitoring

Following assessment norms

Report and recommendation

B) Enabling processes

5) Resources Inputs

Physical	Human	Information	Finance	Time	Energy

EAMC

Competitors

Institutes not affiliated to MSBTE and recognized universities of Maharashtra.

Abbreviations used
SP –　State Planning.
IP –　Institutional Planning.
CD –　**Curriculum Development.**
ID –　Instructional Design.
LRDC –Learning Resources Development Canter
LRUC –　Learning Resource Utilization Canter.
GP –　Govt. Polytechnics
AP –　Autonomous Polytechnics
GAP –　Govt. Aided Polytechnics
SFP –　Self Financing Polytechnics
RRC-　Regional Review Committee
ICIU -　Institute level curriculum implementation Unit
EAMC - External monitoring committee
IAMC - Internal monitoring committee

Supra System

FIG. 2 GENERAL SYSTEMS APPROACH FOR CURRICULUM IMPLEMENTATION

3.2 Norms and Strategies

3.2.1 Norms For Curriculum Implementation Process

3.2.1.1 Establish ICIU in the institute and identify the faculty for the same.

3.2.1.2 Prepare the curriculum implementation plan for the institute as a whole. Schedule of activities under the plan should be communicated to all the departments and also to the students' wherever applicable.

3.2.1.3 Each department should prepare *session plan* of curriculum implementation.

3.2.1.4 Each teacher has to develop his/her instructional plan for lectures, practicals and allied activities related to teaching.

3.2.1.5 Department has to maintain the record in the prescribed Proforma to facilitate the internal and external monitoring.

3.2.1.6 The students' attendance shall be maintained as per the Government Resolution and informed to parents from time to time.

3.2.1.7 The performance of the students shall be displayed on the notice board after each progressive evaluation.

3.2.1.8 The teacher should make use of advanced teaching methods such as CAI packages,self-developed power point presentations, Flash presentations, readymade presentation Internet etc. Preferably avoid dictation of notes. However circulation of printed notes will be appreciated.

3.2.1.9 The focus in implementation should shift from Teaching to Learning.

3.2.2 Strategies for curriculum implementation:

3.2.2.1 State Level:

1. Academic committees of MSBTE through Expert committees will formulate the policies and guidelines and communicate the same to the institutions.

3.2.2.2 Institute Level:

1. Principal through ICIU shall develop the plan of implementation for all the disciplines and follow uniform procedures as Directed by MSBTE time to time.

2. Principal through ICIU will analyse the feedback given by IAMC and EAMC and take remedial measures.

3. Principal shall arrange training programmes for faculty and staff so that curriculum implementation is effective.

3.2.2.3 Departmental Level:

1. Head of the Department shall prepare *session plan* of implementation and take review of the progress once in month.

2. Head of the Department shall ensure that the faculty prepares plans for classroom and laboratory instructions.

3. Head of the department shall maintain all the records of implementation and assessment.

4. Head of the Department shall analyse the performance of students in respect of class test, skill test and term end examinations. Suitable actions for improving the overall performance shall be taken by the department.

3.2.2.4 Individual (Teacher) Level:

1. The subject teacher- regular /Adhoc / contract / visiting shall prepare the session plan for class room sessions and practical sessions

2. The subject teacher shall select appropriate methods of instructions to ensure meaningful learning.

3. The subject teacher shall follow the philosophy of Curriculum Design and implement it in the same spirit. It is expected that there will be shift from teaching to learning of students.

4. The Lesson plan forms an important tool for delivering the contents during teaching learning process. Hence every teacher is expected to appreciate this concept and accordingly prepare lesson plan for a given subject and implement.

5. The subject teacher shall use the self-feedback from the concerned proforma for improving instructional methods and self-development.

3.3 Mechanism For Curriculum Implementation

Fig. 3 Shows the structure of curriculum implementation mechanism

The salient features of the mechanism are as following –

Academic committee will be responsible for formulating the policies, providing the resource support and guidance to the institutions, carry out the research and suggest the remedial measures in solving the problems

1. Institution Curriculum Implementation Unit (ICIU) shall be set-up in every polytechnic. This unit will be responsible for institutional planning, monitoring curriculum implementation and to maintain the records.

2. External Academic Monitoring Committee(EAMC) - In order to ensure proper implementation of the curriculum, a committee will be formed. The members of the committee will be from other institutions.

3. Internal Academic Monitoring Committee(IAMC) - The ex-officio members of the ICIU will form the committee for internal monitoring. This committee is expected to follow the guidelines provided by Academic Committee through MSBTE and ensure its implementation for all the departments in the institute.
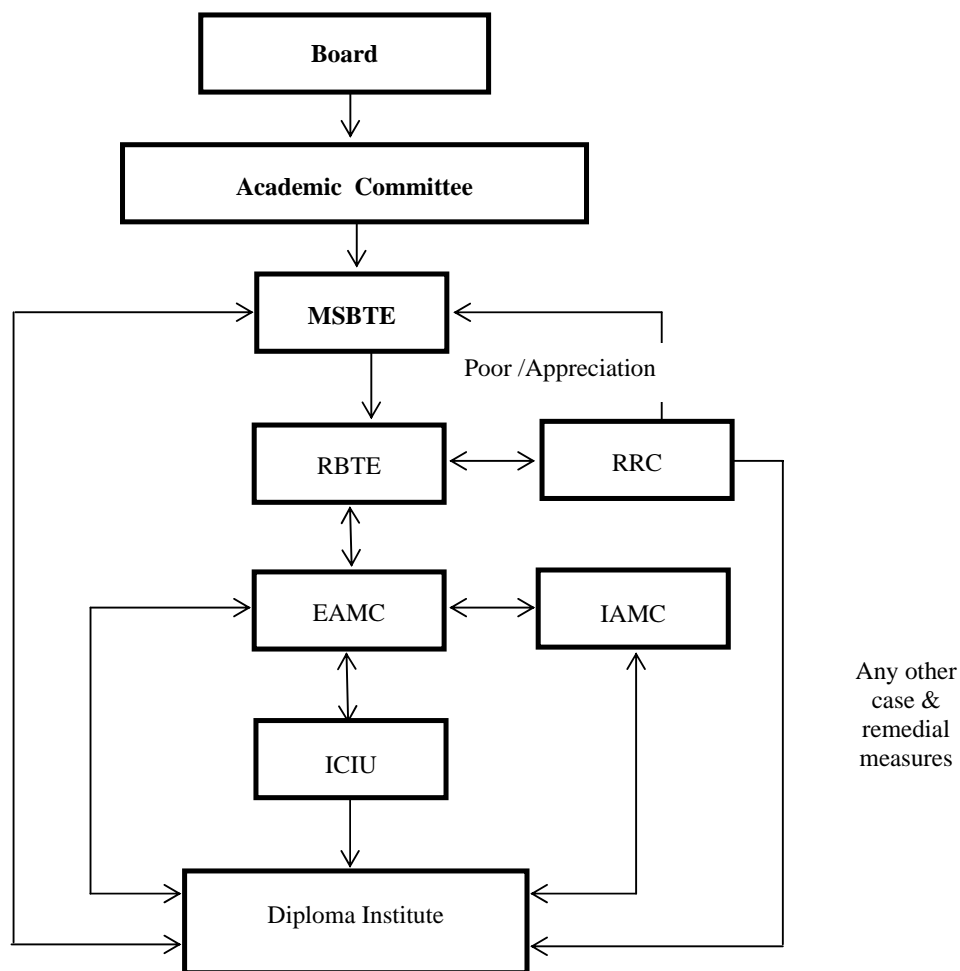
Fig. 3 Structure of Curriculum Implementation Mechanism

1. **RRC** : **Regional Review Committee.**
2. **EAMC** : **External Academic Monitoring Committee.**
3. **ICIU** : **Institute Level implementation Unit.**
4. **IAMC** : **Internal Academic Monitoring Committee.**

3.3.1 INSTITUTE LEVEL CURRICULUM IMPLEMENTATION UNIT (ICIU)

3.3.1.1 Structure of ICIU

The organisational structure of ICIU will comprise of the following officials -

1. Principal / Management representative***** Ex-officio Chairman

2. H.O.D. One from each Deptt. Ex-officio.

3. Representative from institutes teaching staff Member - 2 (To be nominated by the principal)

4. HOD / Sr. lecturer (identified) as Ex-officio

   Academic Co-ordinator Member Secretary - 1

5. Student representative Members - 2

(One female and one male to be nominated by the principal)

6. Parents representative   Member   - 1

(To be nominated by the principal)

Note - * For Govt. / Govt. aided Institution the Principal of the Institution shall be Chairman of ICIU and for Unaided Institutions the Management Representative shall be the Chairman of ICIU and Principal shall then be an additional Ex-officio member of ICIU.

3.3.1.2 Roles and Responsibilities of ICIU

1. Study Curriculum development process and prepare curriculum implementation plan at institute level

2. Identify the resource gaps at institute level and develop plan to make up the deficiencies.

3. Plan for Academic Calendar of the institute taking into consideration the calendar from MSBTE

4. Guide the departments regarding the philosophy of curriculum design and its implementation.

5. Ensure uniform implementation of MSBTE norms for student assessment

6. Analyse the reports of internal and external monitoring committees and take remedial action

7. Maintain the records of all activities in the prescribed proformas

3.3.1.3 Terms of Reference

1. Ex-officio members are permanent members
2. All external members will be by rotation
3. The term of external members shall be for minimum 1 year and maximum 3 years
4. ICIU will meet at least once in 6 months
5. Academic co-ordinator will prepare the agenda, maintain the minutes of the meeting and prepare the action taken report.
6. Minimum quorum shall be half the number of members +1

3.3.1.4 Roles and Responsibilities of Principal / Management Representative.

The institute is responsible to ensure effective implementation of curriculum. The MSBTE has decided to establish ICIU in each institute that will help the Principal to focus on academic activities in line with the philosophy adopted by MSBTE. The principal of the institute will be the chairman of ICIU where there is no representative of management. In this context the roles of the principal, as chairman, ICIU are as follows;

1. Establish a separate cell in the Institute to plan, implement and monitor the progress of curriculum implementation.
2. Provide infrastructure facilities to the identified Academic Co-ordinator such as space, computer and one clerical staff.
3. Conduct meetings of the heads of Department and teacher to ensure smooth functioning of ICIU.
4. Provide guidance to support the Academic co-ordinator.

Note: In the cases of Unaided institutes where the management representative will act as the Chairman of ICIU, the Principal will assist the Chairman in functioning of ICIU

3.3.1.5 Roles and Responsibilities of Academic Co-Ordinator

It is desirable to have uniform policy and procedures for all the departments in the institute while implementing the curriculum. Academic co-ordinator is a key person to decide and adopt uniform procedures. The roles of academic co-ordinator are listed below -

1. Get acquainted with the philosophy of curriculum implementation and develop insight regarding theories of learning, systems thinking and theories of knowledge.
2. Arrange the meeting of all teachers to elaborate the philosophy and the approach of curriculum implementation. Initially more guidance may, be provided to the teachers who are implementing laboratory manuals, using CAI packages and arranging the activities for developing generic skills
3. Study and explain the different proformas developed and prescribed by MSBTE
4. Maintain the record of all the activities in ICIU
5. Identify the problems occurring regarding curriculum implementation
6. Formulate the remedial measures through discussion with principal and HOD
7. Identify the common resources required for implementing the curriculum and facilitate the same in consultation with Heads of the Department and Principal.
8. Arrange the meetings of ICIU and maintain its record.
9. Provide facilities to EAMC.
10 Identify needs of training for supporting staff and teachers and communicate it to MSBTE. Additional training be organised locally as per needs.
11 Encourage the teachers to contribute in various projects undertaken by MSBTE e.g. Learning resource development print and non-print.
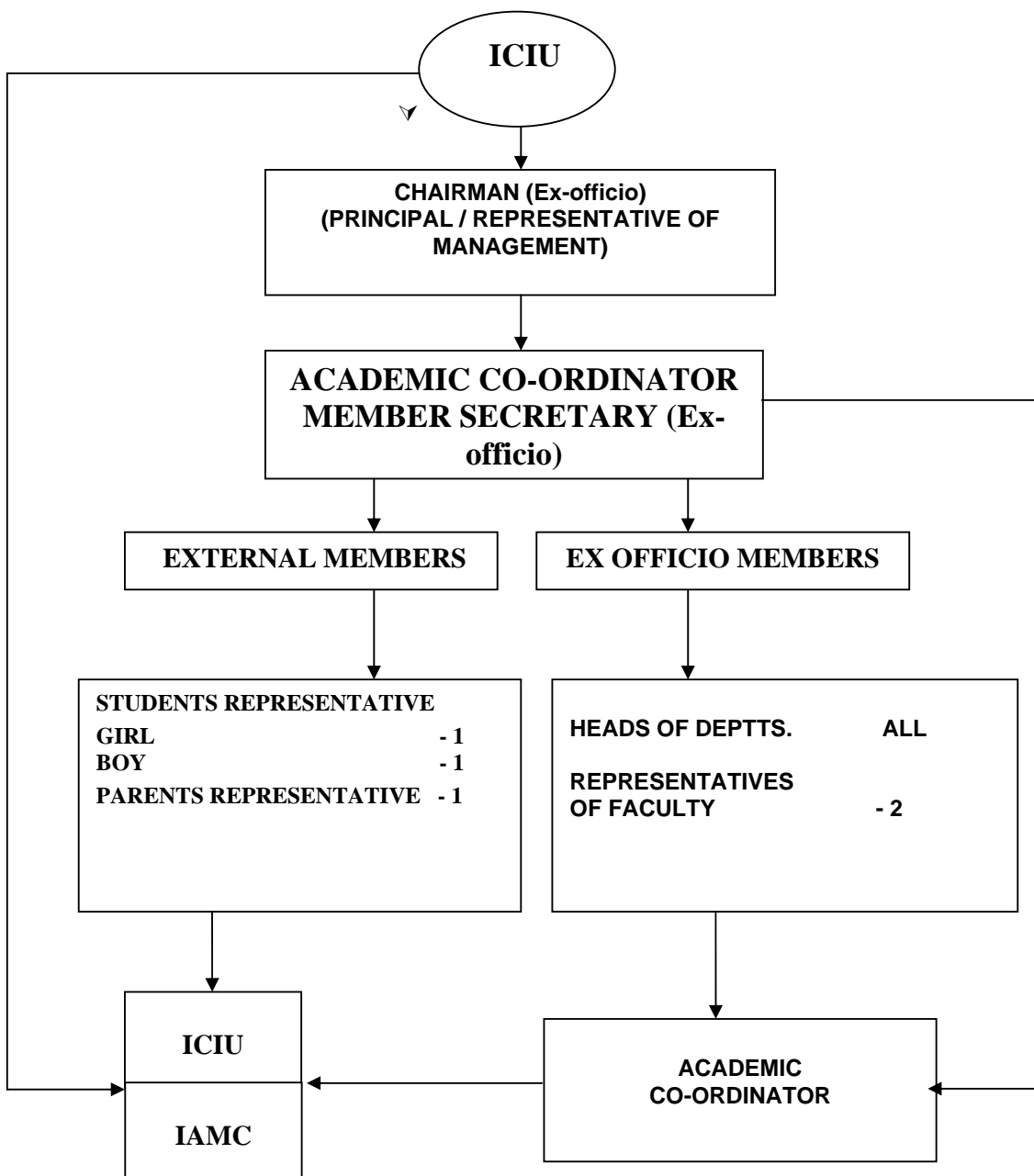
Fig. 5 Graphical structure of ICIU

4.0 Committees for Monitoring Curriculum Implementation:
4.1 Regional Review Committee (RRC)

4.1.1 Structure of RRC

The organizational structure for RRC will comprised of following officials

1. Jt. Director of Respective Region - Ex-officio Chairman

2. Dy. Secretary RBTE   - Ex-officio Member Secretary

3. Representative From institute   - Principal from AICTE Institute   - 01

                                              Principal from Non AICTE Institute - 01

                                              Principal from Pharmacy Institute - 01

4.1.2 Roles of Regional Review Committee (RRC):-

1. Discuss the report received by EAMC and verify that the monitoring is done as per the norms decided by MSBTE time to time. (At present Annex-I)

2. Suggest remedial measures to the institutes.

3. Give recommendations to the MSBTE regarding Institutes to be de-affiliated.

4. Give recommendations to the MSBTE regarding institute to be given letter of appreciation.

4.1.3 Structure of EAMC and IAMC
Structure of EAMC:
 (Note: Five institutes for each EAMC)

1	Principal of Identified Institute	: Chairman
2	Head of department / Sr. Lecturer	: Members 2
	(One of the Head of department /	
	Sr.Lecturer shall act as Member Secretary)	
3	Academic co-ordinator to be identified	
	by RBTE	: MSBTE Representative

Structure of IAMC: (A committee of at least three members will monitor one department)

1.	Principal / Management representative	Chairman and Ex-officio-1
2.	Heads of department	(As per the nos. of programmes)
3.	Representative from faculty	Members - 2
4.	Academic Co-ordinator.	

(Identified HOD / Sr. Lecturer)   Member   - 1

4.2 Norms for Monitoring:-

1. IAMC and EAMC shall follow the criteria and sub criteria wise marking system given in Annexure-I. They shall also follow the guidelines given in Annexure -II

2. IAMC shall carryout monitoring once in is semester prior to visit of EAMC.

3. External Academic Monitoring of institutes below 5 yrs. will be conducted twice in a year. i.e. in both semester.

4. External Academic Monitoring of institute above 5 yrs. will be conducted once in year. i.e. in second semester.

5. RBTE through RRC will review the reports submitted by EAMC and will convey the remarks, suggestion for improvement to the institutes. RRC shall recommend to the MSBTE, the nature of action to be taken on the institutes.

6. MSBTE will take action based on the recommendation of RRC.

4.2.1 Strategies of Monitoring:-

1. Institute shall fill their information in the online monitoring software developed by MSBTE and may be revised time to time.

2. EAMC shall view the institute wise and department wise information filled by the institute and shall give the remarks in the online software.

3. EAMC shall give the rating as per the findings using the marking systems given in annexure-I which is also available online.

4. EAMC shall confirm the rating given to institute in online software.

5. During the visit EAMC member shall observe the working in laboratory and discuss the students any relevant issue.

6. Members of EAMC shall provide guidance to the faculty in improving the process.

5.0 Students Assessment

5.1 Philosophy of Assessment

The objectives mentioned in the curriculum document are to be achieved through proper implementation of the curriculum. During implementing the curriculum, various methods of instructions are used to accomplish learning outcomes. The achievement of students' learning is measured through well-defined assessment whose purpose is to assess and provide feedback on student learning so that the student can improve his performance. The continuous feedback will be useful to the learner and also to the teacher so that he (teacher) can change the methodology to ensure learning of students.

5.1.1 Assessment Norms:

The various heads of examination scheme are theory, practical, term work, oral, project and sessional. Theory examination is conducted at the end of academic year. Norms for assessment of Theory Subjects have already been circulated (refer document "Norms for Assessment of Answer books to be followed by Regional Assessment Centres"). In this section norm for term work, practicals, oral and sessional (Class Test) are given.

5.1.1.1 Norms for Class Test: (Sessional Work)

1) Sessional marks to be communicated to MSBTE shall be as per teaching Examination scheme.

2) For each subject two class tests shall be conducted as per teaching examination scheme and MSBTE schedule.

3) No extra class tests shall be conducted for candidates remaining absent on account of any reason.

4) Class test shall be of one hour for three hours duration term end examination paper and one and quarter hour for four hours duration term end examination paper and test question paper shall be as per MSBTE pattern.

5) Subject teacher has a liberty to decide the nature of question paper for class test but question paper shall contain at least 40 % application level questions to assure level of learning attained by the student / or it should be as per MSBTE specimen class test paper.

6) Marks obtained by candidate in each test should be displayed within 10 days on notice board.

7) Answer books of class tests shall be shown to students for feedback so as to make improvement.

8) The Answer books of Class Tests shall be preserved till the declaration of two consecutive examination results and shall be produced before EAMC.

5.1.1.2 Norms for Term Work / Sessional Work Assessment:

a. Term work assessment by internal examiner.

Marks given by subject teacher for each experiment / assignment / Sheet / Job / Project on continuous assessment basis shall be added and converted to final marks as per teaching examination scheme and sent to MSBTE.

b. Term work assessment by external examiner.

The teamwork marks assign shall be divided in to two components. The first components shall be marks obtaining skill test or 30 marks and second components shall be actual assessment made by the external examiner out of 70 marks. The total 100 marks shall be converted as per teaching examination scheme and sent to MSBTE.

Part I - Skill test

a. Subject teacher shall conduct **one Skill tests** for each subject for which term end examination is prescribed under the head of oral / Practical and/ or external term work examination.

b. Skill test will be of **two hours duration** and shall be conducted in regular timetable; test shall **carry 30 marks**. These tests shall be arranged after completion of 80 % (Approximately) practical portion.

c. Assessment of skill test should be performance oriented.

d. Marks of skill test shall be added to form marks out of 30. These marks shall form first component of term end external oral practical examination and external term work examination.

e. In skill test candidate shall be assessed on following parameters.

1) Planning for assignment and Recalling previous knowledge.

2) Observation and measurements.

3) Interpretation and Judgment.

4) Application and calculations.

5) Communication (Oral).

Note : Theoretical questions shall be set for 20 marks to assess above point no. 1 to 4 and oral should be conducted for 10 marks to assess point no. 5

Part II - Continuous assessment (Experiment / Assignment / Sheet / job / Project activity etc.)

1. Candidate shall be assessed continuously for his sincerity, punctuality, and discipline along with the understanding of facts, principles, theories and application.

2. Term Work and presentation for each practical made by candidates shall be assessed on following parameters.

C: Cognitive – Content Knowledge, Understanding, Retention parameters of the experiment etc. Weight age 4 marks, 2-3 related questions to be asked.

P: Psychomotors Skills – To draw, To fit, To perform etc. Weightage 4 marks. Observe hands on skills performance & ask questions.

A: Affective Domain – Such as punctuality, Timely submissions, Neatness etc, weightage 2 marks.

1. Each practical should be assessed for maximum of 10 marks

4. Total marks of practical work are calculated at the end of the term and converted to a base as per teaching Examination Scheme.

5. Marks obtained (out of 30) by candidate in skill tests will be added in the marks given by the external examiner (out of 70). Thus the total marks obtained in that particular head will become

out of 100. These marks out of 100 shall then be converted to the marks assigned for that subject as mentioned in teaching – examination scheme and this figure obtained after conversion shall be written in the mark-sheet.

6. Record of continuous assessment of candidates should be maintained by lecturer in charge and kept in the custody of Head of the Department after completion of the term.

7. Marks obtained by candidate after assessment of each practical work and skill test shall be shown to candidate for improvement in subsequent practical.

8. Term work marks shall not be kept confidential. Marks obtained by candidate in term work after continuous assessment shall be displayed on notice board and true marks are sent to MSBTE.

5.2 Norms for Assessment of Practical / Oral (Viva-Voce) / Online / Project / Inplant Training Examination:

1) Preferably One and maximum two candidates should be assessed for oral examination at a time.

   A In practical examination, marks should be given to skills exhibited by candidate for performing practical.

   B The practical or oral examination marks shall be divided in two components. The first component shall be the marks out of 30 obtained in skill test conducted by the subject teacher and the second component shall be from the actual performance in the practical or oral examination out of 70. The total 100 marks shall be converted as per Teaching Examination Scheme and sent to MSBTE.

   C In case of practical examination student shall be given an assignment (practical problem / job) based on the practical conducted as per curriculum, he / She has to analyse the problem / job and apply a specific skill to solve the problem or to complete the job. In case of oral examination the questions should be based on –

   i.   Conceptual understanding of the subject

   ii. Selection of equipment/procedure

   iii. Decision making in a given situation / experiences

   iv. Applications of principles and procedures.

2) Concerned Proforma should be sealed after the examination by putting signature of internal and external examiners and it should be kept in the custody of Head of the Institute / Principal.

3) Attendance record and record of continuous assessment of candidate should be maintained in the format and after the end of the term concerned subject teacher should submit the same to the Head of the Department. The Head of the Department should keep the proformas in safe custody and should produce the same as and when required for reference

PART - B

ANNEXURE

Annexure -I

Criteria for Academic Monitoring for AICTE and pharmacy diploma courses

Sr. No.	Criteria	Total		Institute Level		Department level	
		No. of Categories	Weightage	No. of Categories	Weightage	No. of Categories	Weightage
1	Governance, Policy Making & Infrastructure Criteria	16	40	13	18	03	22
2	Administrative Criteria	07	10	07	10	00	00
3	Academic Criteria	28	140	08	34	20	106
4	Socio Economic Criteria	06	10	05	07	01	03
	Total	**57**	**200**	**33**	**69**	**24**	**131**

Gradation of Institutes based on the marks obtained in the Academic monitoring		
Grade	**Weightage Obtained**	**Remarks**
A	70% and More	Excellent (Issue Letter of Appreciation)
B	60% to 69%	Good
C	50% to 59%	Satisfactory
D	40% to 49%	Issue Warning
E	40% & Less than 40	Poor (Show Cause Notice)

Annexure -I

Criteria for Academic Monitoring AICTE and pharmacy diploma courses
Sub-Category wise

Sn	Criteria & Sub-criteria	Total		Institute Level		Dept Level	
		No. of categories & Sub-categories	Weightage	No. of categories & Sub-categories	Weightage	No. of categories & Sub-categories	Weightage
I	**Governance, Policy Making & Infrastructure criteria**	**16**	**40**	**13**	**18**	**3**	**22**
A	Governing Board for policy and planning	3	3	3	3	0	0
B	Infrastructure	13	37	10	15	3	22
II	**Administrative criteria**	**7**	**10**	**7**	**10**	**0**	**0**
A	Office automation	3	4	3	4	0	0
B	Redresser and Medical Care System	2	2	2	2	0	0
C	Facilities Available	2	4	2	4	0	0
III	**Academic criteria**	**28**	**140**	**8**	**34**	**20**	**106**
A	Accreditation	1	6	1	6	0	0
B	Human Resource	6	21	3	11	3	10
C	Learning Resources	2	6	0	0	2	6
D	Curriculum Coverage	3	42	0	0	3	42
E	Professional Outputs	3	13	3	13	0	0
F	Efforts for faculty development and industry involvement	5	15	0	0	5	15
G	Result and Placements	5	24	0	0	5	24
H	Extracurricular Activities	3	13	1	4	2	9
IV	**Socio Economic criteria**	**6**	**10**	**5**	**7**	**1**	**3**
A	Alumna	3	3	3	3	0	0
B	Socio-Industry Involvement	3	7	2	4	1	3
	Total	**57**	**200**	**33**	**69**	**24**	**131**

Annexure -I

Category wise Marking System for AICTE and pharmacy diploma courses

For Pharmacy Institutes, Special criteria, observations & Special marks are highlighted in this way. All other parameters remain same.

I. Governance, Policy Making & Infrastructure Criteria –

Sr N o	Criteria & Sub-criteria	Observations	Marks	Level (Institute Dept.)
A	**Governing Board for policy and planning**			
1	Governing board in place	Yes / No	1/0	Institute
2	Adequate representation of industry and academician on board *(For Pharmacy, from Pharmacy background only)*	a. At least one each from industry and reputed academicians b. one member either from industry or reputed academicians c. none either from industry or reputed academicians	1/0.5/0	Institute
3	Whether meeting was conducted in last year or not?	Yes / No	1/0	Institute
B	**Infrastructure**			
1	Built up area as per AICTE*/PCI* Norms	a. more or as per norms b. Less than norms	1/0	Institute
2	Own Boys Hostel	Yes / No	1/0	Institute
3	Own Girls Hostel	Yes / No	1/0	Institute
4	No. of Laboratories	a) 6 times the no. of branches *(5 Nos for Pharmacy)* b) 5 times the no. of branches *(4 Nos for Pharmacy)* c) 4 times the no. of branches *(3 Nos for Pharmacy)* d) 3 times the no. of branches *(2 Nos for Pharmacy)* e) 2 times the no. of branches *(1 Nos for Pharmacy)* f) Equal to no. of branches g) Nil	6/5/4/3/2/1/0 *5/4/3/2/1/0*	Dept.
5	Library:- No. of books in library	a. More than AICTE*/PCI* Norms b. As per AICTE*/PCI* Norms c. Below AICTE*/PCI* Norms	10/8/0	Dept.
6	Library:- No. of National / International journals subscribed [Hard copies] per branch	a. 3 or more *(6 or more for Pharmacy)* b. 2 *(4 to 5 for Pharmacy)* c. 1 *(2 to 3 for Pharmacy)* d. Nil *(Less than 2 for Ph)*	3/2/1/0	Dept.

7	Digital- Library facilities	Yes / No	1/0	Institute
8	Daily Library Usage (% of students doing book transactions) out of total students	a. More than 8% of total students daily b. 5-7% of total students daily c. Less than 5% of total students	6/4/0	Institute
9	Student to Computer ratio. Consider sanctioned intake	a. Better than 6:1 b. 6:1 c. Above 6:1 upto 8:1 d. Above 8:1	4/3/2/0	Institute
C	**Laboratories required for 1st Year /_Auxiliary requirement for Pharmacy_**			
10	Language Laboratory / _Machine Room_	Yes/No	1/0 _2/0_	Institute
11	Physics Laboratory / _Herbal Garden_	Yes/No	1/0	Institute
12	Chemistry Laboratory / _Drug Museum_	Yes/No	1/0	Institute
13	Workshop /_Aseptic Room_	Yes/No	1/0	Institute

II. Administrative Criteria-

Sr No	Criteria & Sub-criteria	Observations	Marks	Level (Institute / Dept.)
A	**Office Automation in use**			
1	Computerised MIS system in place	Yes / No	2/0	Institute
2	Computarised Accounting System	Yes / No	1/0	Institute
3	Campus wide Networking	Yes/No	1/0	Institute
B	**Redressal and Medical Care System**			
1	Students mentoring and grievance cell in place	Yes / No	1/0	Institute
2	Medical Facility for students	Yes / No	1/0	Institute
C	**Facilities available**			
1	Internet facility for Students	Band width 2 mbps or more/1mbps / Broad Band 512 kbps / Not Available	3/2/1/0	Institute
2	Cooperative Store Facility	Yes / No	1/0	Institute

III. Academic Criteria

Sr No	Criteria & Sub-criteria	Observations	Marks	Level (Institute/ Dept)
A	**Accreditation**			
1	Accreditation by NBA (Desirable)	a. Accreditated b. Reapplied c. Fresh Applied d. Not applied	6/4/2/0	Institute
B	**Human Resource**			
1	Principal (As Per current AICTE/*PCI* Norms)	a. Regular b. In charge	2/0 *In Case of Exclusive Pharmacy institute* 5/0	Institute
2	No. of Head of the department (As Per current AICTE Norms) *(Not applicable to Exclusive Pharmacy Institute but applicable for* *a. Engg.* *b. Engg. +PH Institutes)*	a. One Per branch b. 70% of no. of branches c. Below 70%	3/2/0	Dept.
3	Faculty to Student ratio	a. Below 1:16 b. Between 1:20 to 1:16 c. Above 1:20	6/4/0	Institute
4	M. E. / M. Tech.*/M.Pharm* qualified faculties.	a. More than 50% b. 35% to 49% c. Less than 35%	4/3/2/0	Dept.
5	No. of Faculties completed Ph.D Study	a. 10% of Faculty form institute. b. 5% of faculty from institute. c. Upto 5% of Faculty from institute d. Nil	3/2/1/0	Institute
6	Lab Assistant/*Technician* with technical qualification as ITI /Diploma/Science Graduate*/D.Pharm* per dept	a. 3 or more than 3 *(2 or more for Pharmacy)* b. 2 *(1 for pharmacy)* c. 1 or nil	3/2/0	Dept.
C	**Learning Resources**			
1	LCD Projector per dept	a. 10% of faculty from institute b. 5% faculty for institute c. Upto 5% of faculty d. Nil	3/2/1/0	Dept.

2	Faculties using self developed Power Point /Flash Presentations/Readymade presentations as a teaching aid during imparting the instructions	a. More than 50% b. 25% to 49% c. Less than 25%	3/2/0	Dept.

	D	Curriculum Coverage			
1		Curriculum covered as per MSBTE*/PCI* norms : for distribution of 20 marks. Pl. refer guidelines as below. 1. No. of Lectures/Practical covered as per norms -Max 5 Marks 2. Theory subject lesson plan prepared & followed - Max 5 Marks 3. Practical plan prepared & followed- Max 5 Marks 4. Student feedback about satisfactory coverage of curriculum - Max 5 Marks	a. 100% b. 75% to 100% c. Less than 75%	20/18/0 (Distributed to four sub component given in first column)	Dept.
2		Attendance 1. Average attendance of theory Subject, Practical subject, Average attendance of all sessional examination for all theory & Practicals should be considered.	a. Above 75% b. 65% to 75% c. Below 65%	10/8/0	Dept.
3		Availability of equipments for conduct of experiments/jobs as per MSBTE*/PCI* norms	a. More than curriculum prescribed b. 75-100% of syllabus c. 50-74% of syllabus d. Less than 49% of syllabus	12/9/6/0 *6/5/3/0*	Dept.
4		*Assessment of Student Practical Training – Exam conduction, Documentation, Project Report, Oral etc (Applicable only to Pharmacy Institutes)*	*a. Conducted* *b. Not conducted*	*6/0*	*Dept.*
	E				
1		Number of faculties participated in national / International conference by presenting /submitting papers in last 5 years	A. Two papers from the institute B. One paper from institute C. Nil	4/2/0	Institute
2		Proposals submitted to MODROBS/RPS/ISRO/DST etc during year	a. 5 or more *(2 or more)* b. 2 to 4 *(1)* c. 1	5/3/1	Institute
3		Number of consultancy/ testing projects undertaken during last year	a. 2 or more b. 1 c. 0	4/2/0	Institute
	F	Efforts for faculty development and industry involvement			

1	Faculties deputed/sponsored for the improvement of academic qualification	a. Deputed more than 10% of faculties from faculties not having PG/Ph.D. qualification b. Deputed more than 5% and less than 10% of faculties from faculties not having PG/Ph.D. qualification c. Deputed less than 5% of of faculties from faculties not having PG/Ph.D. qualification	3/2/0	Dept.
2	MoUs with Industry*/Hospital/Community Pharmacy* for the participation in academic development of the institute	a. Equal to no. of branches b. less than the no. of branches c. Nil	3/2/0	Dept
3	Industry experts lectures involved in academic activities of institute during last year	a. more than 3 times the no. branches b. less than 3 times the no. branches c. Nil	3/2/0	Dept.
4	No. of Industrial visits organised during last year	a. More than 3 times the no of branches b. More than no of branches c. less than the no of branches	3/2/0	Dept.
5	Faculties attended trainings for Soft skills, Content updating, Industrial trainings etc in last academic year	a. More than 20% b. 10-20% c. Below 10%	3/2/0	Dept.
G	**Result and Placements**	d.		
1	No. of Students passed in 1st Division in final year	a. Above 60% b. 30-60% c. Below 30%	6/4/2	Dept.
2	Average result of final year of last 3 years	a. Above 90% b. Above 60% - below 90% c. Less than 60%	6/4/2	Dept.
3	Programs conducted for personality development during current year	a. More than 3 b. 1-3 c. Nil	3/2/0	Dept.
4	Participation in sports (IDSSA)	a. More than 3 events b. 1-3 c. Nil	3/2/0	Dept.
5	Campus Placement of final year students or going for higher education	a. above 70 % b. below 70% and above 50 % c. below 50%	6/4/2	Dept.
H	**Extracurricular Activities**			
1	Organizing Technical Quiz / Seminar / Paper Presentation /Project Competition event per year	a. One or More than One event b. Nil	5/0	Dept.

2	Participation in Technical Quiz / Seminar / Paper Presentation / Project Competition event per year	a. More than Two events b. One event c. Nil	4/2/0	Dept.
3	No of state/ national / international level awards won by the Institute in workshop /seminar/ conference/ project competitions orgnised in association with industry/ Universities / MSBTE/ Government/Any other professional body during last 5 years	a. More than 3 awards b. Upto 2 awards c. No awards	4/2/0	Institute

IV. Socio- Economic Criteria

S No	Criteria & Sub-criteria	Observations	Marks	Level (Institute / Dept)
A	**Alumna**			
1	Whether alumni association exist or not?	Yes/No	1/0	Institute
2	Alumni meet once in a year?	Yes/No	1/0	Institute
3	Contribution by Alumni (Expert lectures/Placements/Funding/Sponsorship etc)	Yes/No	1/0	Institute
B	**Socio-Industry Involvement**			
1	Activities with respect to CEP programs / trainings arranged [min 3 days duration] in last year	a. More than 2 times the no of Departments b. More than 1 times the no of Departments c. Nil	3/2/0	Dept.
2	Any other social activities – Earn and learn/NSS/NCC/Community services/Student welfare fund etc	a. 1 to 2 b. 0	2/0	Institute
3	No. of Entrepreneurship programs / activity conducted during year.	a. At least one b. Nil	2/0	Institute

Annexure -II

Guidelines for Academic Monitoring for AICTE and pharmacy diploma courses

For Pharmacy Institutes, Special criteria, observations & Special marks are highlighted in this way. All other parameters remain same.

I Governance, Policy Making & Infrastructure Criteria –

Sr N o	Criteria & Sub-criteria	Observations	From CIAAN Document required	Document Required from other record
A	**Governing Board for policy and planning**			
1	Governing board in place	Yes / No		Document regarding governing Board such as office order, Meeting register, acceptance letter of the member
2	Adequate representation of industry and academician on board *(For Pharmacy, from Pharmacy background only)*	a) At least one each from industry and reputed academicians b) one member either from industry or reputed academicians c) none either from industry or reputed academicians	--	
3	Whether meeting was conducted in last year or not?	Yes / No	--	
B	**Infrastructure**			
1	Built up area as per AICTE*/PCI* Norms	a) more or as per norms b) Less than norms	--	Certificate of architecture registered with council of architecture regarding total built up area a carpet area of each room
2	Own Boys Hostel	Yes / No	--	Physical Verification
3	Own Girls Hostel	Yes / No	--	Physical Verification
4	No. of Laboratories	a) 6 times the no. of branches *(5 Nos for Pharmacy)* b) times the no. of branches *(4 Nos for Pharmacy)* c) times the no. of branches *(3 Nos for Pharmacy)* d) times the no. of branches *(2 Nos for Pharmacy)* e) times the no. of branches *(1 Nos for Pharmacy)* f) Equal to no. of branches g) Nil	--	Physical Verification

5	Library:- No. of books in library	a) More than AICTE*/PCI* Norms b) As per AICTE*/PCI* Norms c) Below AICTE*/PCI* Norms	--	Accession register of library, register showing no. of books, Bill of a purchase or gratis
6	Library:- No. of National / International journals subscribed [Hard copies] per branch	a) or more *(6 or more for Pharmacy)* b) *(4 to 5 for Pharmacy)* c) *(2 to 3 for Pharmacy)* d) Nil *(Less than 2 for Ph)*	--	Library register show no. of national, International journal subscribed.
7	Digital- Library facilities	Yes / No	--	Physical Verification, Student Feedback
8	Daily Library Usage (% of students doing book transactions) out of total students	a) More than 8% of total students daily b) 5-7% of total students daily c) Less than 5% of total students	--	Usage Register
9	Student to Computer ratio. Consider sanctioned intake	a) Better than 6:1 b) 6:1 c) Above 6:1 upto 8:1 d) Above 8:1	--	Physical Verification
C	**Laboratories required for 1st Year** */Auxiliary requirement for Pharmacy*			
10	Language Laboratory / *Machine Room*	Yes/No	--	Physical Verification
11	Physics Laboratory / *Herbal Garden*	Yes/No	--	Physical Verification
12	Chemistry Laboratory / *Drug Museum*	Yes/No	--	Physical Verification
13	Workshop /*Aseptic Room*	Yes/No	--	Physical Verification

II. Administrative Criteria-

Sr No	Criteria & Sub-criteria	Observations	From CIAAN Document required	Document Required from other record
A	**Office Automation in use**			
1	Computerised MIS system in place	Yes / No	--	Physical Verification
2	Computarised Accounting System	Yes / No	--	Physical Verification
3	Campus wide Networking	Yes/No	--	Physical Verification
B	**Redressal and Medical Care System**			
1	Students mentoring and grievance cell in place	Yes / No	--	1. Office Order 2. Meeting Register 3. Parents Meeting Record 4. Record of Redressal Session 5. Student Feedback
2	Medical Facility for students	Yes / No	--	1. Appointment order of Doctor/Nurse 2. Record of Visit Doctor / Nurse 3. Student Feedback.
C	**Facilities available**			
1	Internet facility for Students	Band width 2 mbps or more/1mbps / Broad Band 512 kbps / Not Available	--	1. Physical Verification 2. Student Feedback
2	Cooperative Store Facility	Yes / No	--	Physical Verification

III. Academic Criteria

Sr No	Criteria & Sub-criteria	Observations	From CIAAN Document required	Document Required from other record
A	**Accreditation**			
1	Accreditation by NBA (Desirable)	a) Accreditated b) Reapplied c) Fresh Applied d) Not applied	--	Documentation like Certificate from NBA, Application submitted to NBA
B	**Human Resource**			
1	Principal (As Per current AICTE*/PCI* Norms)	a) Regular b) In charge	--	Appointment order, Mode of any appointment, approval by competent Authority.
2	No. of Head of the department (As Per current AICTE Norms) *(Not applicable to Exclusive Pharmacy Institute but applicable for* c. *Engg.* d. *Engg+ PH Institutes)*	a) One Per branch b) 70% of no. of branches c) Below 70%	--	
3	Faculty to Student ratio	a) Below 1:16 b) Between 1:20 to 1:16 c) Above 1:20	--	
4	M. E. / M. Tech.*/M.Pharm* qualified faculties.	a) More than 50% b) 35% to 49% c) Less than 35%	Online D16 Proforma	Faculty Profile
5	No. of Faculties completed Ph.D Study	a) 10% of Faculty from Institute b) 5% of Faculty from Institute c) Upto 5% of Faculty from Institute d) Nil	Online D16 Proforma	Faculty Profile
6	Lab Assistant/*Technician* with technical qualification as ITI /Diploma/Science Graduate*/D.Pharm* per dept	a) 3 or more than 3 *(2 or more for Pharmacy)* b) 2 *(1 for pharmacy)* c) 1 or nil	--	1. Appointment order / transfer record 2. Lab Assistant Profile
C	**Learning Resources**			
1	LCD Projector per dept	a) 1 b) Sufficient c) Nil	--	1. Purchase Record, Record of Use, Dead Stock register. 2. Physical Verification

2	Faculties using self developed Power Point /Flash Presentations/Readymade presentations as a teaching aid during imparting the instructions	a) More than 50% b) 25% to 49% c) Less than 25%	--	1. Physical Verification 2. Record of use should be mentioned in attendance register
D	**Curriculum Coverage**			
1	Curriculum covered as per MSBTE/*PCI* norms : for distribution of 20 marks. Pl. refer guidelines as below. 1. No. of Lectures/Practical covered as per norms -Max 5 Marks 2. Theory subject lesson plan prepared & followed - Max 5 Marks 3. Practical plan prepared & followed- Max 5 Marks 4. Student feedback about satisfactory coverage of curriculum - Max 5 Marks	a) 100% b) 75% to 100% c) Less than 75%	Proforma D1,D2, D4	Record of implementation
2	Attendance 1. Average attendance of theory Subject, Practical subject, Average attendance of all sessional examination for all theory & Practicals should be considered.	a) Above 75% b) 65% to 75% c) Below 65%	--	Attendance Register
3	Availability of equipments for conduct of experiments/jobs as per MSBTE/*PCI* norms	a) More than curriculum prescribed b) 75-100% of syllabus c) 50-74% of syllabus d) Less than 49% of syllabus	--	1. Dead stock register 2. Record of use
4	*Assessment of Student Practical Training – Exam conduction, Documentation, Project Report, Oral etc (Applicable only to Pharmacy Institutes)*	*a) Conducted* *b) Not conducted*	--	--
E	**Professional Output**			
1	Number of faculties participated in national / International conference by presenting /submitting papers in last 5 years	a) Two papers from the institute b) One paper from institute c) Nil	--	1. Letter of acceptance 2. Pro of Publication
2	Proposals submitted to MODROBS/RPS/ISRO/DST etc during year	a) or more *(2 or more)* b) to 4 *(1)* c) 1	Proforma D14	Documentation 1. Copies of the submission of proposal with acknowledgment proof.
3	Number of consultancy/ testing projects undertaken during last year	a) 2 or more b) 1 c) 0	--	Documentation Work Orders, Copy of agreement MoU

F	**Efforts for faculty development and industry involvement**		--	--
1	Faculties deputed/sponsored for the improvement of academic qualification	a) Deputed more than 10% of faculties from faculties not having PG/Ph.D. qualification b) Deputed more than 5% and less than 10% of faculties from faculties not having PG/Ph.D. qualification c) Deputed less than 5% of of faculties from faculties not having PG/Ph.D. qualification	--	Documentation 1. Reliving Letter 2. Permission letter
2	MoUs with Industry*/Hospital/Community Pharmacy* for the participation in academic development of the institute	a) Equal to no. of branches b) less than the no. of branches c) Nil	--	Documentation
3	Industry experts lectures involved in academic activities of institute during last year	a) more than 3 times the no. branches b) less than 3 times the no. branches c) Nil	D11	1. Invitation Letter 2. Photographs. 3. Video Shooting
4	No. of Industrial visits organised during last year	a) More than 3 times the no of branches b) More than no of branches c) less than the no of branches	D10	1. Copy of Notice for students. 2. Student Feedback.
5	Faculties attended trainings for Soft skills, Content updating, Industrial trainings etc in last academic year	a) More than 20% b) 10-20% c) Below 10%	D13	Certificates of Participant
G	**Result and Placements**			
1	No. of Students passed in 1st Division in final year	a) Above 60% b) 30-60% c) Below 30%	Analysis of term end examination D8	--
2	Average result of final year of last 3 years	a) Above 90% b) Above 60% - below 90% c) Less than 60%	--	--
3	Programs conducted for personality development during current year	a) More than 3 b) 1-3 c) Nil	--	1. Photographs. 2. Video Shooting
4	Participation in sports (IDSSA)	a) More than 3 events b) 1-3 c) Nil	--	Sport wise list of participant
5	Campus Placement of final year students or going for higher education	a) above 70 % b) below 70% and above 50 % c) below 50%	Placement Record D12	--

H	Extracurricular Activities			
1	Organizing Technical Quiz / Seminar / Paper Presentation /Project Competition event per year	a) One or More than One b) event c) Nil	--	Notice Photo, Video Shooting, Letter of participant
2	Participation in Technical Quiz / Seminar / Paper Presentation / Project Competition event per year	a) More than Two events b) One event c) Nil	D15	--
3	No of state/ national / international level awards won by the Institute in workshop /seminar/ conference/ project competitions orgnised in association with industry/ Universities / MSBTE/ Government/Any other professional body during last 5 years	a) More than 3 awards b) Upto 2 awards c) No awards	--	1. Certificate 2. Photographs

IV. Socio- Economic Criteria

Sr. No	Criteria & Sub-criteria	Observations	From CIAAN Document required	Document Required from other record
A	Alumna			
1	Whether alumni association exist or not?	Yes/No	--	1. Formation of Alumni 2. Record of registration for Alumni 3. Appropriate Documents.
2	Alumni meet once in a year?	Yes/No	--	
3	Contribution by Alumni (Expert lectures/Placements/Funding/Sponsorship etc)	Yes/No	--	
B	Socio-Industry Involvement			
1	Activities with respect to CEP programs / trainings arranged [min 3 days duration] in last year	a) More than 2 times the no of Departments b) More than 1 times the no of Departments c) Nil	--	1. Photographs 2. Video 3. Letter of Sponsorship if any
2	Any other social activities – Earn and learn/NSS/NCC/Community services/Student welfare fund etc	a. 1 to 2 c. 0	--	1. Notices 2. List of students participated in Earn and Learn activities.
3	No. of Entrepreneurship programs / activity conducted during year.	c. At least one d. Nil	--	1. Photographs 2. Video

PART - C

PROFORMAS

Note: For Pharmacy & Short Term Diploma course the existing (2008-09) Curriculum Implementation Aassessment Norms are to be used. They are also expected to be revised.

Maharashtra State Board of Technical Education

TEACHING PLAN (TP)

Institute Code :

Course and Code :   Subject Code:

Semester :   Name of Faculty :

Chapter No. (Total Hrs.)	Title/Details	Allocated Hrs. in Curriculum	Date of Commencing Topic	Date of Completion of Topic	Teaching Method/ Media	Remarks
1 (7)	Topic 1 Subtopic 1.1 Subtopic 1.2 Topic 2 Subtopic 2.1 Subtopic 2.2 Subtopic 2.3	3 5				
2 (10)	Topic 1 Topic 2 Subtopic 2.1	4 6				

(Name & Signature of H.O.D)   **(Name & Signature of Staff)**

Maharashtra State Board of Technical Education

LABORATORY/ASSIGNMENT /SHEET/ JOB/PROJECT ACTIVITY PLANNING (LP)

Institute Code :

Course and Code :   **Subject Code:**

Semester :   **Name of Faculty :**

Sr. No	Name of Experiment/ Assignment/Sheet/Job/Project Activity	Date of Performance Planned		Date of Completion	Remark
1		Batch A		A	
		Batch B		B	
		Batch C		C	
2					
3					
4					
5					

Signature
Name of Faculty

Signature
Name of H.O.D

Maharashtra State Board of Technical Education
STUDENT'S PROGRESSIVE ASSESSMENT SHEET FOR TERM WORK (TW)

Academic Year :   Name of Faculty :

Course & Code :   Subject & Code :

Name of Candidate :   Enrl No :   Roll No :

Semester :   Marks :-   Max   Min

Sr No	Date of Expt	Name of Experiment/ Assignment	Total out of, (10) Per Expt	Dated sign of Teacher
1	**2**	**3**	**4**	**5**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
	Total **Marks Out of (10 X No of Expts)**			

                Signature of Student   **Signature of Faculty**

Note: 1) Any fractional marks should be rounded to next integer.
        2) While allotting the marks to the performed experiment/Assignment CPA should be considered.
        3) Marks to be transferred to Proforma B-2

C : Cognitive - Contains knowledge, Understanding, Retention parameters of the experiment etc. Weightage 4 marks, 2-3 related questions to be asked.

P : Psychomotor skills – To draw, To fit, To perform etc. Weightage 4 marks. Observe hands on skills performance & ask questions.

A : Affective Domain – Such as Punctuality, Timely submission, Neatness etc. Weight age 2 Marks.

• Not necessary for lab manuals as first sheet of the lab manual has the same printed proforma.

Maharashtra State Board of Technical Education

FINAL ASSESSMENT FOR TERM WORK (TW) & SKILL TEST

Academic Year :   **Name of Faculty :**

Course & Code :   **Subject & Code :**   **Semester :**

Roll No.	Enrolment No.	Examination Seat No	Name of student	Experiment / Job / Assignment / Sheet/Activity of Project/ No. (Marks out of 10 per experiment)												Total Marks out of (10 x No. of Expt.) ( )	Marks of TW out of ( ) as per T.E. scheme	Skill Test Marks (30)
1	**2**	**3**	**4**	5												**6**	**7**	**8**
				1	2	3	4	5	6	7	8	9	10	11	12			

Name & Signature of Internal Faculty   **Observer**   **HOD**

 Note -: 1) While allotting the marks to the performed experiment/Assignment CPA should be considered.
 C: Cognitive - Contains knowledge, Understanding, Retention parameters of the experiment etc ….Weightage 4 marks,   (2-3 related questions to be asked)
 P: Psychomotor skills – To draw, To fit, To perform etc……. Weightage 4 marks. Observe   hands on skills performance & ask questions.
 A: Affective Domain–Such as Punctuality, Timely submission, Neatness etc, ….. Weightage 2 Marks.
Observer: Observer should be from another department /Shift

For AICTE Diploma Courses

With Effect From 2011-12

Maharashtra State Board of Technical Education

FINAL ASSESSMENT FOR ORAL / PRACTICAL/ONLINE EXAM (External /Internal***)

Note:- Use all column Nos 1 to 5 & 7, 8, 9 for OR / PR where there is only Internal Examiner.

Use column Nos 1 to 3, and 5 , 6, 8, 9 for OR / PR /Project/Online examination where there are Internal and External Examiner)

Academic Year

Course & Code: Subject & Code:

Semester: Marks : Max-   Min-   Date of Examination :

Enrolment No	Name of Student	Exam Seat No	Marks of *PA from D4 Out of (20) For internal Exam only	Marks of **ST from D4 (ST) Out of (30)	Marks obtained in Oral/Practical Exam. Out of (70) For External Exam only	Marks obtained in Oral/Practical Exam. Out of (50) For internal Exam only	Total Marks out of 100	Marks obtained out of Max. ( ) As per T.E.
1	2	3	4	5	6	7	8	9

Name & Sign External Examiner/ Observer*   **Name & Signature of Internal Examiner.**

Note -: Any Digital fractional marks should be rounded to next **integer.**

 * **PA Progressive Assessment   ** ** ST- Skill Test Marks**

 (Note:- In case of project, Seminar marks shall be entered in column no 5)

For AICTE Diploma Courses

With Effect From 2011-12

Maharashtra State Board of Technical Education

SESSIONAL MARKS STATEMENTS

Academic Year:

Course & Code :

Subject & Code :

Semester :

Roll No.	Name of the Student	Subject Code & Name →												Total Marks	Average out of 50	Sign of Student
		Enrolment No.	Exam Seat no.	TS 1	TS 2	TS 1	TS 2	TS 1	TS 2	TS 1	TS 2	TS 1	TS 2			
		Sign & Name of Lecturers ---→														

Signature of the Laboratory Asstt.

Signature of the HOD

* Register in this format is to be maintained in the respective department

For AICTE Diploma Courses

Maharashtra State Board of Technical Education

Final Assessment of TW for Inplant Training

Name of the Institute: **Institute Code No.**
Academic Year: **Course & Code:**
Semester: **Marks:- Max.**   **Min**
Name of Faculty: **Date of Exam:**

Class Roll No.	Name of Student	Exam Seat No.	Average Attendance 20%	Continuous Assessment (Daily Dairy + Weakly report) 40%	Term Work (Final Report) 40%	Marks obtained out of 100%	Marks obtained out of Max. ( ) As per T.E.

Attendance: 90 & Above 90 % : **20**, 80 % To 89 % : **12,** Below 79 % : **08** marks

Name & Dated signature of Internal Faculty   **Signature of HOD**

Maharashtra State Board of Technical Education

ANALYSIS OF TERM END EXAMINATION RESULT

Course Name:
Examination:
Term:

Sr. No	Subject Code	Name of Subject		Marks Obtain Lowest	Marks Obtain Highest	No. of Student appeared	No. of Student Pass	% Pass	% of student above 60% Marks
			TH						
			PR/OR						
			TW						
			TH						
			PR/OR						
			TW						
			TH						
			PR/OR						
			TW						
			TH						
			PR/OR						
			TW						

Signature of HOD

Maharashtra State Board of Technical Education

ANALYSIS OF CLASS TEST / SKILL TEST

Course Name:
Examination:
Term:

Sr. No.k	Subject Code	Name of Subject		Marks Obtain Lowest	Marks Obtain Highest	No. student appeared	No. of Student Pass	% Pass	% of student above 60% Marks
			TH						
			PR/OR						
			TW						
			TH						
			PR/OR						
			TW						
			TH						
			PR/OR						
			TW						
			TH						
			PR/OR						
			TW						

Signature of HOD

D-10

With Effect From 2011-12

Maharashtra State Board of Technical Education

PLAN FOR INDUSTRIAL VISIT/ VACATION TRAINING / INPLANT TRAINING

Academic Year

Sr. No.	Name of Industry	Address contact details	Semester	Subject Name	Name of staff to be involved

Signature of HOD

Maharashtra State Board of Technical Education

PLAN FOR EXPERT LECTURE

Academic Year:

Sr. No	Name of Expert contact details	Topic	Subject	Semester	Name of Inviting Faculty

Signature of HOD

For AICTE Diploma Courses

Maharashtra State Board of Technical Education

PLACEMENT RECORD

Sr. No	Name of Industry Approached for Campus Interview	No. of Students Selected	Salary offers

Signature of TPO   **Signature of HOD**

Maharashtra State Board of Technical Education

STAFF TRAINING PLANNING/ COMPLETED RECORD

Sr. No	Name of staff to be Deputed for Training			Name of staff completed Training in Previous Academic Year		
	Industrial	Content Updating	Any Other	Industrial	Content Updating	Any Other

Signature of HOD   **Signature of Principal**

For AICTE Diploma Courses

Maharashtra State Board of Technical Education.

LABORATORY/INFRASTRUCTURE/TEACHING AIDS DEVELOPMENT PLANNING

Sr. No	Name of Laboratory	Development Activity	Budget

Signature of HOD   **Signature of Principal**

Maharashtra State Board of Technical Education.

STUDENS PARTICIPATION IN PROJECT/PAPER PRESENTATION
COMPETETION / CO-CURRICULAR ACTIVITY

Sr. No	Name of Student	Type of Competition	Sponsoring Authority	Level	Venue	Date	Remark

Signature of HOD   **Signature of Principal**

Maharashtra State Board of Technical Education.

Following fields are available in the online FACULTY PROFILE format.
Faculty Name

Faculty designation

Highest Qualification

Experience Teaching Years

Experience Industrial

Additional information

Date of appointment

Subjects Taught

Training attended in last 2 Years

Conference/ Seminars/Workshops attended

Paper published

Research /Development Projects Undertaken

Maharashtra State Board of Technical Education.

FORMAT FOR FEED BACK FROM STUDENTS
(Minimum 30 regular students/half the strength of the class)

Name of Faculty: Semester:
                                                         Subject taught:

Sr. No	Parameters	Very good	Good	Satisfactory	Poor
1	Punctuality				
2	Knowledge of the Subject				
3	Presentation Skill				
4	Interaction with students				
5	Difficulty attitude				
6	Use of teaching aids				
7	Ability to maintain discipline				
8	Overall Performance				

Suggestion for Improvement.

- **May be revised**

Maharashtra State Board of Technical Education.

Equipment List

Following fields are available in the online Equipment List format.

Particulars : Specifications of Major /Essential Equipment required for conduction of practical as per curriculum

Sr. No	Particulars	No Available	Cost