

DAV UNIVERSITY, JALANDHAR



Academic Manual

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**Department of Academic Affairs,
DAV University, Jalandhar**

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1. About the University:

DAV University, Jalandhar was established in 2013 under the aegis of DAV College Managing Committee, New Delhi. DAV College Managing Committee is India's single largest non-government educational organization managing more than 900 institutions in the country. It has been providing students with an excellent education in modern academic environment. The University has been established by a Legislative Act of the Punjab Government and empowered to confer degrees under Section 22 of the UGC Act 1956. It is a multi-disciplinary institution, home to faculties of teaching excellence in subjects from engineering to management to languages to natural sciences including physical and life sciences. DAV University is spread across an area of about 72 acres and it provides an ideal ambience for pursuing professional courses and ensuring all-round development of students. The campus is well equipped with modern infrastructure to cater to the needs of the students. Playgrounds, sports and fitness facilities add to the quality of life on the campus. DAV University is the best university in Punjab in terms of quality education and student support.

DAV University aims to contribute to the society by laying a strong emphasis on research in various inter-disciplinary domains that can be beneficial for mankind. DAV University aspires to provide a strong platform to the students to make them proficient, motivated engineers, technocrats, entrepreneurs and scientists of the future while inculcating human values, ethics and concern for the environment and the society.

2. About the Department of Academic Affairs:

The Department of Academic Affairs, DAV University works for the continuous improvement of the quality of academic activities of the university. The department is comprised of experienced faculty members and staff contributing from different functional domains and specializations. The department strongly believes that quality in education could only be envisaged with stronger cohesion between the different stakeholders of an academic body. This can only be achieved with an appropriate blend of a constructive teaching pedagogy with the student learning process. The department regularly monitors the quality of teaching-learning process in the university and works to provide necessary solutions as and when desired.

3. Vision:

- To ardently seek, consider and implement latest nuances, developments and innovations in Sciences, Languages, Engineering and Technology, Business Studies and Computer Sciences in order to ensure that students develop a holistic acumen for making strategic and judicious decisions in the local and global spectra.
- To harness and transform natural, human and technological resources to ensure sustainable development, so that they enhance, enrich and bequest human life with imagination, skills and vision. Thereby, they become instrumental in the integral development of society and mankind.

4. Mission:

- To facilitate our stakeholders to have a broad, encompassing access to knowledge & education and to assist individuals unravel deeper dimensions of learning & experimentation.
- To enable students become imaginative, integrated beings who constructively and creatively contribute to environment and society and who play a vital role in the advancement of learning and understanding.

4.1 Goals:

We envision the creation of excellent human resource through the integration of multi-dimensional Personality Development Programme with the university curriculum in order to produce world-class professionals.

Our four main educational goals are:

- Humanized education (to educate an individual to be an intellectual with strong moral character);
- Socialized education (to educate an individual who can willingly serve the community);
- Specialized education (to foster creativity, well balanced with practicality);
- Globalized education (a forward-looking, global-minded individual);

5. Core Values:

- Competence
- Integrity
- Creativity
- Innovation
- Trust
- Excellence
- Community

6. Objectives:

- To provide an academically ambient environment for its stakeholders.
- To develop scientifically superior, socially awake, and responsible citizens.
- To generate industry-oriented competent manpower to meet the needs of globalization.
- To provide state-of-the-art equipment for R&D facilities in the university.
- To provide effective linkage between industry and university for sponsored research and consultancy.
- To ensure regular up-gradation of knowledge and skills of the faculty.
- To attain National and International accreditations.
- To develop centers of excellence in the emerging areas of science and technology.
- Merging of knowledge with the spirit of good ethics, values and Vedic teachings.

7. Programme Outcomes for an Engineering Degree Programme:

After the completion of the program, the students will be able to:

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

PO2: Problem analysis: Identify, formulate, 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 public health and safety, and 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 the 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.

Example: Are POs Non-Technical?

Definitely not...

Let's take an example pertaining to teaching of *Sewage Treatment plant* to the students

CO- Knowledge know how of sewage treatment plant.

PO-Application of sewage treatment plants knowledge.

PO1- Treatment plants engineering knowledge.

PO2- Treatment plants problem analysis.

PO3- Treatment plants design development.

PO4- Complex investigation for efficiency of sewage treatment plant.

PO5- Treatment plants modernization.

PO6- Treatment plants safety.

PO7- Treatment plants warranty sustainability and carbon footprint.

PO8- Treatment plants IS Standard.

PO9- Treatment plants maintenance work (most attractive career).

PO10- Treatment plants performance report annual or monthly.

PO11- Treatment plants cost.

PO12- Future improvement in treatment plant.

8. Programme Outcomes for Management Program:

PO1: Business Environment and Domain Knowledge: Economic, legal, and social environment of Indian business. Graduates can improve their awareness and knowledge about the functioning of the local and global business environment and society. This helps in recognizing the functioning of businesses, identifying potential business opportunities, evolving business enterprises and exploring entrepreneurial opportunities.

PO2: Critical thinking, Business Analysis, Problem Solving and Innovative Solutions: Competencies in quantitative and qualitative techniques. Graduates are expected to develop skills on analyzing the business data, application of relevant analysis, and problem solving in other functional areas such as marketing, business strategy and human resources.

PO3: Global Exposure and Cross-Cultural Understanding: Demonstrate a global outlook with the ability to identify aspects of the global business and Cross-Cultural Understanding.

PO4: Social Responsiveness and Ethics: Developing responsiveness to contextual social issues / problems and exploring solutions, understanding business ethics and resolving ethical dilemmas. Graduates are expected to identify contemporary social problems, explore the opportunities for social entrepreneurship, design business solutions and demonstrate ethical standards in organizational decision making. Demonstrate awareness of ethical issues and can distinguish ethical and unethical behaviors.

PO5: Effective Communication: Usage of various forms of business communication, supported by effective use of appropriate technology, logical reasoning, articulation of ideas. Graduates are expected to develop effective oral and written communication especially in business applications, with the use of appropriate technology (business presentations, digital communication, social network platforms and so on).

PO6: Leadership and Teamwork: Understanding leadership roles at various levels of the organization and leading teams. Graduates are expected to collaborate and lead teams across organizational boundaries and demonstrate leadership qualities, maximizing the usage of diverse skills of team members in the related context.

9. Programme Outcomes for undergraduate and post graduate programs in Sciences/Education/Humanities/Law & Legal Studies and all other UG/PG programmes offered at DAVU:

After the completion of the program, the students will be able to:

PO1: Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2: Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3: Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4: Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5: Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6: Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7: Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

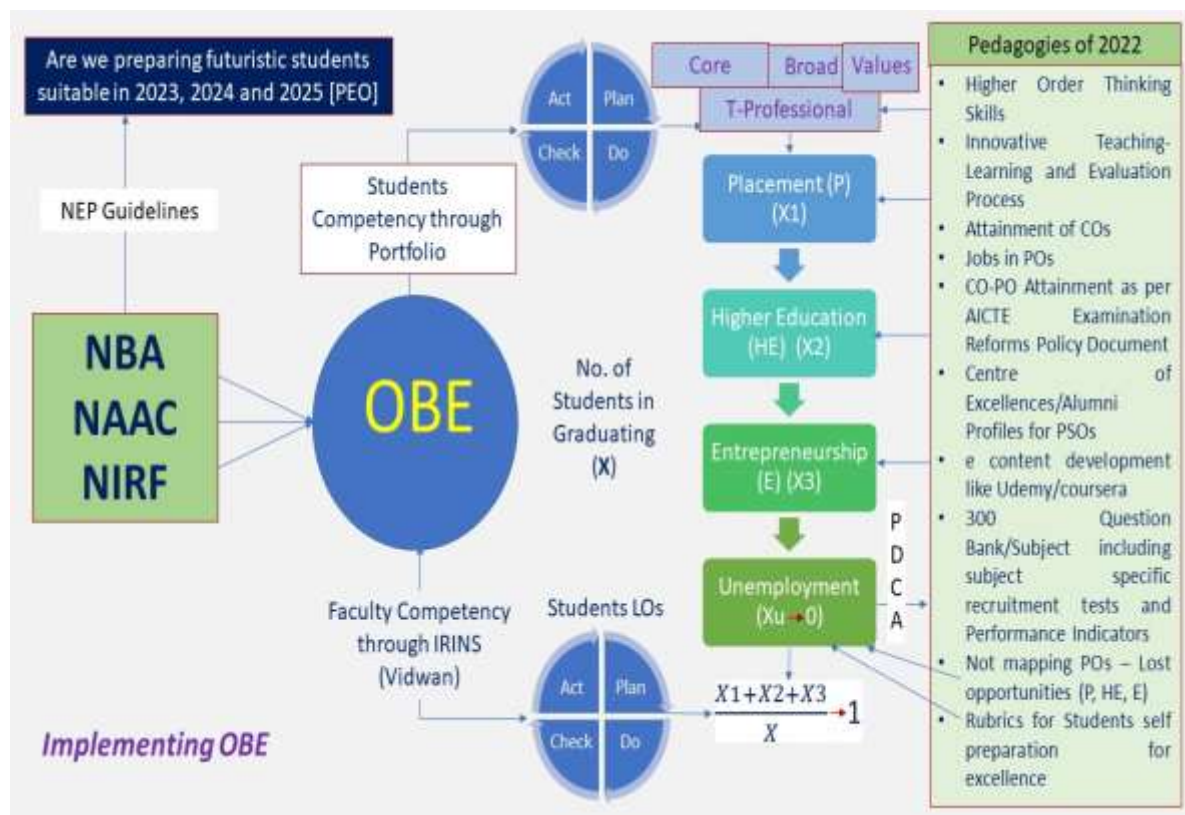
10. Programs Offered

Sr. No.	Program
1	B. A. (Hons) English
2	B. A. Journalism & Mass Communication
3	B. Com (Hons.)
4	B. Com.
5	B. Sc. (Hons) - Botany
6	B. Sc. (Hons) - Economics
7	B. Sc. (Hons.) - Agriculture
8	B. Sc. (Hons.) - Biotechnology
9	B. Sc. (Hons.) - Chemistry
10	B. Sc. (Hons.) - Mathematics

11	B. Sc. (Hons.) - Microbiology
12	B. Sc. (Hons.) - Physics
13	B. Sc. (Hons.) - Zoology
14	B. Sc. Computer Science
15	B. Sc. in Health and Physical Education
16	B. Tech. - Chemical Engineering
17	B. Tech. - Civil Engineering
18	B. Tech. - Computer Science & Engineering
19	B.Tech. (Computer Science & Artificial Intelligence)
20	B. Tech. - Electrical Engineering
21	B. Tech. - Electronics & Communication Engineering
22	B. Tech. - Mechanical Engineering
23	B.A. B.Ed.
24	B.Sc. B.Ed.
25	BA. LL.B. (Hons.)
26	Bachelor of Business Administration
27	Bachelor of Computer Applications
28	Bachelor of Physical Education(B.P.Ed)
29	M. A. - English
30	M. A. - PSYCHOLOGY
31	M. Sc. - Agriculture (Genetics & Plant Breeding)
32	M. Sc. - Agriculture Horticulture (Vegetable Science)
33	M. Sc. (Hons) - Botany
34	M. Sc. (Hons) - Physics
35	M. Sc. (Hons.) - Biotechnology
36	M. Sc. (Hons.) - Chemistry
37	M. Sc. (Hons.) - Mathematics
38	M. Sc. (Hons.) - Microbiology
39	M. Sc. (Hons.) - Zoology
40	M.Sc. - Computer Science
41	Master of Business Administration
42	Master of Commerce
43	Master of Computer Applications
44	Master of Physical Education (M.P.Ed.)
45	M.Tech. CSE
46	PG Diploma in Yoga
47	Post Graduate Diploma in Guidance and Counselling
48	PGDCA
49	Post Graduate Diploma in International Business
50	PhD (All Streams)

11. Outcome Based Education:

DAV University follows the Outcome Based Education (OBE) system. OBE is a learning process based upon objectives, measurement and attainment. It is a journey taking the students from the personalized learning to collaborative learning with personal and social consciousness. It is a performance-based education and that attempts to measure educational effectiveness based upon outcomes rather than on inputs. The student learning outcomes will be attained by developing effective curriculum and instructional materials, efficient teaching methodologies and continuous evaluation. The course objectives and outcomes are designed on the basis of Bloom's Taxonomy. The programme Educational Objectives (PEOs), programme specific objectives (PSOs) and Course Outcomes (COs) have been defined for all the programmes and courses. The mapping of Vision, Mission, PEOs, POs, PSOs and COs is carried out and CO, PO attainments are calculated at the end of each semester. To fill the curriculum gaps and to keep pace with the latest industrial trends, seminars/expert lectures by the faculty from other reputed institutes and industry are frequently arranged for the students and faculty members.



12. The responsibilities of the department of academic affairs include:

- Framing the academic policies, rules and regulations for continuous improvement of the academic standards of the university.
- Finalization of academic calendar, time-tables, registration of students for academic session at the start of each semester, examinations, classroom arrangements and all other requirements for the proper conduct of academic activities.
- Analysis of internal/ external examinations results.
- Supervision of the maintenance of up-to-date academic records of all categories of students.
- To conduct Academic audit of the faculty of each course.
- To keep a track of the progress of bright/weak students.
- To plan and conduct student feedback, course exit survey and Programme exit survey.
- Organizing meetings of all the university level academic bodies viz. BoS, Academic Council, Academic/Industry Advisory Body etc.
- Execution of the policies of the university to conduct UG, PG and Ph.D. programmes.
- Coordinating the conduct of convocation.
- Creation of center(s) of excellence.
- To enter into MoUs with international Universities, Institutions of national importance and leading industries.
- To offer collaborative academic Programme with leading industries and international universities.
- Upgradation of the central library.
- Coordinating the Accreditation/NIRF ranking process.
- Suggesting the competent authority to take suitable steps from time to time to strive for higher academic standards.
- Any other relevant issue(s).

13. Guidelines for Module / Course coordinator.

Module coordinator will schedule regular meetings with course coordinators and class In-charge in the presence of departmental Coordinator/HoD of concerned departments. Minimum two meetings of course review committee and one meeting of Programme review committee must be held in a semester. The dates of meetings are given in the academic calendar for all departments. The following agenda points may be discussed in meeting to support the teaching-learning process:

- Course file.
- Course information sheet.

- CO, PO, PSO and their mapping.
- Review of CO, PO, and PSO attainment.
- Achievements of targets of last semester courses.
- MSE and ESE Result analysis.
- Bright/Weak student analysis and its action taken report.
- Academic Audit.
- Maintenance of academic performance record (Student Attendance Register).

13.1 Guidelines for Class in charge

The following duties are to be performed by all class in charges:

- Registration of students at the start of the new semester.
- To inform the students of their respective classes about the notices/ office circulars issued from time to time.
- Interacting with students, motivating them handling their grievances and ensure their participation in various Academic/Technical/Sports and Cultural activities.
- Verify and forward request letters of students for Leave, fee concession, scholarships, bus/ railways passes etc. to higher authorities.
- Any other responsibility assigned time -to-time.

14. Student Attendance System

- The subject teacher marks online attendance on DAVIS portal and students keep track of their attendance online by using their user ID and password.
- The students are expected to attend all scheduled lectures (theory and practical) regularly. The attendance of the students is taken by their respective teachers at the start of the lecture/ lab session. A student, who reports late for class or leaves before the class is over, is not given attendance by the teacher. All absences are counted, regardless of the reason for the absence. Further, the percentage of attendance of a student in a subject also contributes to the internal marks of that subject.
- The attendance should be recorded in progressive manner. Absent students should be marked 'X' in the student attendance register.
- A student failing to attend 75% of the scheduled lectures in Theory & Practical courses will be detained in that course and will not be allowed to appear in the University exam of that course. A student detained in the course(s) would be allowed to appear in the university exam only on having completed the attendance in the course(s), when the course(s) is offered as regular course(s).
- Vice-Chancellor on the recommendation of subject teacher through Coordinator/HOD and Dean may condone 10% of attendance in each subject for exceptional cases.

15. Teaching Learning Pedagogies

- **Continuous Assessment:** After the completion of every lecture/module the teacher takes a quiz based on the module taught to get an idea of the understanding/learning of the student.
- **Activity-based learning:** Various indoor and outdoor activities are designed, developed, and implemented in all the departments to ensure that students become more aware of design and team processes. Various activities like Mind Mapping, Concept Map, Ball of Knowledge, etc. are conducted in the class during each semester.
- **Problem Solving Learning:** Open assignments, tutorials, crosswords, puzzles, and quizzes as per the Bloom Taxonomy levels are given to the students to enhance their learning.
- **Expert Talks:** Students are trained regularly on modern innovative technologies and industrial-related field problems by organizing regular expert talks from industry experts.
- **Project-based learning:** Most of the UG and PG courses have projects/dissertation as the subject of their curriculum. The students are encouraged to work on projects using the latest technologies. Students are encouraged to take capstone projects with industry participation.
- **National and International conferences:** The final year students are encouraged to write research papers based on their primary project outcomes; students present their papers and participate in Conferences preferably organized in collaboration with professional societies/indexed by Scopus.
- **MOOCs (Massive Online Open Courses):** The bright students are inspired to join MOOC courses available on SWAYAM portal. These courses are offered twice in the year (June & November) on SWAYAM platform. The department faculty/coordintor is required to notify the same to the students and encourage them for the adoption of these courses as and when offered.

16. Catering to Student Diversity

The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners. The continuous assessment components include class assignments, seminars/group discussions, open assignments, quizzes, class tests, projects, internships, viva-voce examinations, and attendance, enabling effective assessment of students' learning levels. Keeping in mind the employment opportunities in the top MNCs, Public Sector Undertakings, and admission to PG programs at reputed national/international Institutes, curriculum gaps are identified and measured to fill the gaps. In addition, teacher-student interactions, reports of mid-semester tests, and mentor-mentee meetings help identify different levels of learners.

16.1 Measures taken to support relatively slow learners:-

- Remedial classes/makeup tests are conducted to improve the academic performance
- Encouraging them to attend courses on developing soft skills
- Academic and personal counseling.
- Counseled by their respective mentors individually to know the reasons for poor performance in MST, assignments and quiz.

16.2 Strategies for the advanced learners:

- Training for skill development programs like communicative English, aptitude.
- Encouraged to enroll in MOOC courses – Swayam, EDX portals.
- They are given access to additional learning and reference material.
- Encouraged to join coaching classes for competitive exams.
- Encouraged to participate and present papers in seminars/conferences.
- Motivated to participate in debates, group discussions, decision-making exercises, and quiz programs.
- University position holders are honored.

17. Mentor-Mentee System

At the start of the session, a student group consisting of 20-30 students is allotted to a faculty mentor of the respective department. Mentors then serve as thought partners for students in their academic journey and help to become autonomous learners and agents of their change. They express understanding of student's aspirations, and fears & support their success by acting as an advocate for their best interests. Mentors interact with students on a regular basis (at least one lecture per week) to assess their academics and discuss their difficulties. Students are also counseled by their respective mentors individually to know the reasons for poor performance in Internal Assessment Tests.

18. Examination Policy/Scheme

Vide resolution No. 7 of the Board of Management meeting held on September 26, 2018 the following Examination Policy/Scheme has been adopted w.e.f. Academic Session 2018-19.

The Examinations/Assessment will be as under from the Academic Session 2018-19 and onwards:

1. **Mid Semester Examination:** Weightage 25% (Question Paper of 25 marks of 1½ hours duration). More than one paper in a day may be held.

- Written Quiz** (Objective Type MCQs) and **Assignment and Project Work/Seminar** (evidence based): Weightage 20% and will be completed at departmental level at least fifteen days before the start of End Semester Examinations/Practical.

Note: After the completion of every lecture/module the teacher is required to take a quiz based on the module taught to get an idea of the understanding/learning of the student.

- End Semester Examination:** Weightage 50% (Question Paper of 50 marks of 3 hours' duration) (Appearance compulsory)
- Attendance: 5%

Total weightage of the course: 100%

Pattern of Question Paper:

- Mid Semester Examination: One MSE per course shall be conducted in the middle of a semester having 50% of syllabus. This MSE shall be subjective type examination of 1½ hours duration with a maximum of 25 marks. The composition of MSE shall be as follows:

Section	Max Marks per question	No. of questions to be attempted	Type of question	Total Marks (25)
A	1	5	Very Short Answer Type: Each Question to be answered with in 5-8 lines. (indicative)	5
B	4	3	Short Answer Type (3 questions out of 5 questions to be attempted). Each question to be answered in maximum 2 pages (indicative)	12
C	8	1	Long Answer Type (One question out of 2 questions to be attempted). Each question to be answered in maximum 4 pages (Indicative)	8

- Written Quiz** (Objective type questions i.e. MCQs) and **Assignment/Project Work/Seminar:** This has to be conducted at Departmental Level by informing the schedule date to the students well in advance. The department is free to have its own pattern and to be conducted after the conduct of the Mid Semester Examinations and at least one week before the schedule of the End Semester Examinations/End Term Practical.

Sufficient care should be taken to set the questions out of higher order thinking skills (HOTS) for assignments and out of three assignments given to the students, one must be an open ended assignment.

(a) **Written Quiz** (Objective Type MCQs): 10 Marks

(b) **Assignment and Project Work/Seminar** (evidence based): 10 Marks

3. **End Semester Examination:** One ESE per course will be conducted in the end of a semester. This ESE shall be subjective type examination of 3 hours' duration with a maximum of 50 marks. The composition of ESE shall be as follows:

Section	Max Marks per question	No. of questions to be attempted	Type of question	Total Marks (50)
A	1	10	Very Short Answer Type. Each Question to be answered with in 5-8 lines. (indicative)	10
B	4	6	Short Answer Type (6 Questions out of 10 questions to be attempted). Each Question to be answered in maximum 2 pages) (indicative)	24
C	8	2	Long Answer Type (2 Questions to be attempted out of 4 questions). Each question to be answered in maximum 4 pages. (indicative)	16

4. Attendance: 5 marks

75%	0 marks
More than 75% and less than 80%	1 marks
80% and less than 85%	2 marks
85% and less than 90%	3 marks
90% and less than 95%	4 marks
95% and above	5 marks

Note: The weightage in the End Semester Examination paper be given as under to cover whole of the syllabi of the course:

- i. 25% of the ESE paper be set from the first half of the syllabi covered in the Mid Semester Examination.
 - ii. 75% of the ESE paper be set from the rest of the half of the syllabi taught after mid semester examination.
5. To qualify for the grant of credits for a particular course, a candidate must get at least 40% pass marks. In case a course contains both theory and practical in

a single course code, a candidate must get at least 40% pass marks in theory and practical together.

6. In case course code of theory and practical are different then the candidate has to pass separately in both practical and theory.
7. Candidates' appearance in End Term Examination is compulsory and should score at least pass marks separately in each paper other than the marks obtained in other components of assessment.
8. If a student fails in a particular course by not getting minimum of 40% marks, he/she will be awarded 'R' grade in that course. In such case, a student will be allowed to re-appear as under:
 - i. Reappear examination will be conducted only for those students who are unable to attain minimum passing grade 'P', i.e. 40%
 - ii. The Reappear Practical Examination will be conducted only for ESE for those students who are unable to attain minimum passing grade, i.e. 40% till his/her last attempt of re-appear examination.
 - iii. Number of attempts other than the regular one will be given to a student to qualify the course in which he/she is having reappear grade within time limit to qualify the degree i.e. +2 years.
 - iv. In each of the attempts, a student would be allowed to appear in re-appear examination by paying a fee of Rs. 2000/- per course or as per the University fee decided from time to time.
 - v. Re-appear examination shall be conducted in every semester in the month of September/October and March/April for candidates who are unable to get grade required to pass. The Re-appear examination shall have the same template as that of ESE and the weightage shall be 100%.
 - vi. If a student gets re-appear in a course which contains theory as well as practical, then he/she has to re-appear in theory examination only and marks/weightage of practical examination shall be carried forwarded till he/she passes the course will be kept as it is.
 - vii. Maximum Duration: The maximum duration allowed to complete a course will be 2 additional years across the Programmes irrespective of the normal duration of the programme.
The student who fails to qualify the Programme within the maximum duration allowed. The Governing Body shall be authorized to review individual hardship cases where a student fails to clear all chances available and permit to him/her a golden chance.
 - viii. Chances for Improvement in Marks (Scores) – The students shall also be provided along with the re-appear examination, chance for improvement in their earlier marks (scores). This would be available for all the courses. A student will have to pay an improvement fee of Rs. 4000/- per course per chance or as per the University fee decided from time to time. This chance however will be offered along with reappear examination when that particular course is being offered. In

case a student opting for improvement examination scores less marks than the previous, his/her original result will stand.

- ix. In case of On Job Training/Live Project Training which ranges for a period of three months to 6 months, student shall be evaluated on the basis of report submitted by the industry/organization on the prescribed Proforma and the report submitted by the surprise team of the university visiting the industry/organization to assess the student's performance of On Job Training/Live Project Training. For the award of marks, 50% weightage of each industry and university evaluation will be considered.

9. The University has adopted 10-point scale grading system of evaluation as recommended by UGC as per details below:

Class (Percentage)	Interval	Letter Grade	Grade Point
> 90 - <=100		O (Outstanding)	10
> 80- <=90		A+ (Excellent)	9
>70- <=80		A (Very Good)	8
>60- <=70		B+ (Good)	7
>50- <=60		B (Above Average)	6
>40- <=50		C (Average)	5
40		P (Pass)	4
Below 40		R (Re-appear)	0

Formula for Equivalent Percentage = 10 x CGPA

In addition, the following grading systems would be adopted as per the contingency:

Description	Letter Grade	Grade Point
Detained	F	0
Absent	Ab	0
Incomplete	I	0
UMC/Fee Default/Indiscipline Issue/Any other reason	RL	0
Satisfactory*	S	0
Unsatisfactory*	U	0

*Satisfactory grade and unsatisfactory grade will be given in the courses which have no grade point and are qualifying in nature to complete the programme as per the requirements of the statutory bodies such as ICAR, AICTE, etc.

10. To take cognizance of Unfair Means of Conduct (UMC) cases reported during various examinations, UMC Committee constituted will decide the matter to deal with such cases, the decision of the Committee shall be final.

11. To maintain transparency in the evaluation system, every student shall be given a chance to scrutinize his/her answer sheet free of cost within the notified period after the conduct of examination and declaration of result by the concerned teacher.
12. In case candidate fails to turn up for scrutiny on time it will be presumed that he/she has no objection and will lose chance to scrutinize the paper in future.
13. Controller of Examination will send a sample of question papers and a sample of evaluated answer sheets to external experts to maintain the quality in Examination process with prior permission of Dean Academics and Vice-Chancellor.
14. The medium of instructions for teaching and examination is English.

19. Guidelines for Calculating Course Outcomes (CO) and Programme Outcomes (PO) Attainment

CO Attainment:

CO attainment is calculated through

- Direct attainment - Weightage 80 %
- Indirect attainment - Weightage 20 %
- **Direct Attainment:** Direct attainment of Course Outcomes is measured through Internal Assessment (i.e. MSEs, Written Quiz Assignment/Project Work/Seminar etc..) and End Semester Examination.

Calculation Method:

- 45% weightage considered for internal assessment (MSE, Written Quiz and Assignment)
- Attendance: 5%
- 50% weightage considered for End Semester Examination

Target:

Minimum 50% marks

Attainment levels:

Attainment level 0	50% students scoring less than the target
Attainment level 1	50% students scoring more than the target
Attainment level 2	60% students scoring more than the target
Attainment level 3	70% students scoring more than the target

Steps for calculating CO Attainment with example

Step 1: Fill the marks of students in MSE, Written Quiz, Assignment, Attendance and ESE.

Step 2: Calculate the number of students who attempted MSE, Written Quiz, Assignment and ESE.

Step 3: Calculate the number of students who scored $\geq 50\%$ of maximum marks in each Question.

Step 4: Calculate % of students who scored $\geq 50\%$

Step 5: Evaluate the attainment level by using the criteria.

- a) If % of students who scored < 50 : Attainment Level will be “0”
- b) If % of students who scored ≥ 50 and < 60 : Attainment Level will be “1”
- c) If % of students who scored ≥ 60 and < 70 : Attainment Level will be “2”
- d) If % of students who scored ≥ 70 : Attainment Level will be “3”

Step 6: Repeat the steps 3 to 5, and calculate the attainment of ESE, Quiz and Assignments.

Step 7: Calculate the Net Attainment of each CO which may include MSE, ESE, Quiz and Assignments.

- **Indirect Attainment:**

Course exit survey is considered for CO indirect attainment

Course Exit Survey: Course exit survey is considered for CO indirect attainment

Example for the purpose of understanding:

S.NO.	Registration No.	Student Name	CO1	CO2	CO3	CO4	CO5	CO6
1			3	3	3	3	3	3
2			2	2	2	2	2	2
3			3	3	3	3	3	3
4			2	2	2	2	2	2
5			3	2	2	2	3	3
Average of each CO			2.5	2.5	2.44	2.44	2.5	2.5
Indirect Attainment			2.47					

- Calculate CO Attainment from direct attainment and indirect attainment by taking the Weightage of 80% and 20% respectively:

Example for the purpose of understanding:

CO Attainment						
Particular	Direct Attainment					Indirect Attainment
CO	MSE	Quiz	Assignment	Attendance	ESE	
CO1	1		3	3	3	
CO2	2		2		2	
CO3		1			3	
CO4			2		2	
AVERAGE	1.5	1	2.333333		2.5	
Weightage(%)	25	10	10	5	50	
Attainment	0.375	0.1	0.233333	3(attendance more than 70%)	1.25	2.47
Total Attainment	1.958333333					2.47
Weightage	80%					20%
Final Attainment	2.060666667					

The value 2.47 written in the indirect attainment column is taken from Course exit survey.

PO Attainment:

- **Direct Attainment:** For each PO and PSO, the attainment value of a course that contributes to the PO/PSO is Computed as follows:

Course PO Attainment = (Average CO to PO Relevance/ 3(Maximum Value)) * Final Attainment

Example for the purpose of understanding

In the table given below the numbers (1, 2 & 3)

- 1 corresponds to Low mapped
- 2 corresponds Moderately mapped
- 3 corresponds Highly mapped

CO-PO-PSO MAPPING

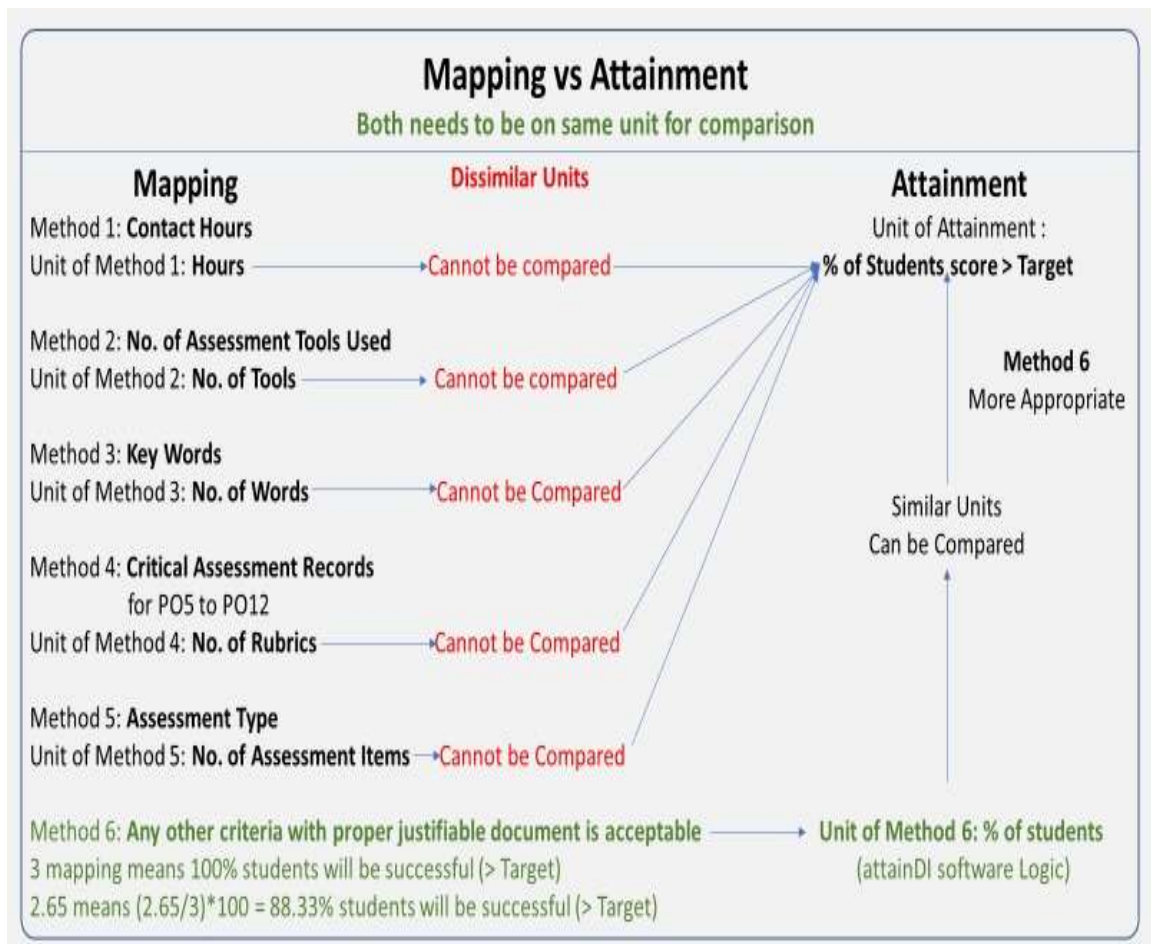
CO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	1	1	2	-	-	-	-	-	2	-	-	-	1	3
CO2	2	1	1	-	-	-	-	-	1	-	-	-	1	2
CO3	3	3	2	-	-	-	-	-	3	-	-	-	3	3
CO4	1	2	2	-	-	-	-	-	2	-	-	-	2	2
CO5	2	2	3	-	-	-	-	-	1	-	-	-	2	2
	1.8	1.8	2	-	-	-	-	-	1.8	-	-	-	1.8	2.4

PO/PSO ATTAINMENT=(CO-PO-PSO AVERAGE/3)* FINAL ATTAINMENT

Direct	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
PO/PSO	1.24	1.2	1.4	0	0	0	0	0	1.2	0	0	0	1.24	1.65

Note: Efforts should be made that all the CO's are equally assessed in all the components viz. MSE, ESE, Assignments, and Quiz.

Example: Mapping vs. Attainment



20. Example of how to calculate attainment levels

Attainment - Levels

Level 1 - 60% of students scoring $\geq 40\%$ marks in relevant maximum marks

Level 2 - 70% of students scoring $\geq 40\%$ marks in relevant maximum marks

Level 3 - 100% of students scoring $\geq 40\%$ marks in relevant maximum marks

How to calculate Attainment levels

We conducted Internal exam for 10 marks. 10 students appeared and got following marks

Student No.	Marks obtained	Attainment Calculation
1	10	Max. Marks - 10
2	9	40% Marks - 4
3	8	No. of Students $\geq 40\%$ marks = 8
4	7	% of students scoring $\geq 40\%$ marks = 80%
5	6	
6	5	70% Students - Level 2
7	4	80 % Students = $(2+80)/70 = 2.28$
8	4	Attainment = 2.28
9	2	
10	1	

What is the meaning of 2.65 attainment level

For 3 attainment level = 100 % students (Successful) scoring $\geq 40\%$ marks

For 2.65 attainment level = $(100 \times 2.65) / 3 = 88.33$ successful students scoring $\geq 40\%$ marks

How to set attainment targets

Setting target of 2.65 attainment level means, setting target of making 88.33% successful students in that assessment of CO, CO-PO, CO-PSO

Annexure-I
Course file (sample format)

DAV UNIVERSITY

Sarmastpur, Jalandhar – Pathankot National
Highway (NH 44), Jalandhar - 144 012, Punjab
Website: www.davuniversity.org



COURSE FILE

Department: _____ Program: _____

Semester: _____ Session: _____

Course Title: _____ Course Code _____

Faculty Co-ordinator: _____

Module Co-ordinator: _____

Teaching Load: L _____ T _____ P _____

List of Academic Planning, Execution, Monitoring and Improvement documents maintained in course

Sr. No.	Table of Contents*	Page No.
1.	Vision /Mission* of the University and Department	
2.	PEOs, POs & PSOs*	
3.	Academic Calendar*	
4.	Timetable*	
5.	List of students*	
6.	University Syllabus for the Course*	
7.	Agenda and MoMs of Course / Module Co-ordinators Meetings*	
8.	Course Objectives/Outcomes*	
9.	Mapping of syllabus with Course Outcomes*	
10.	Mapping of COs with POs*	
11.	Mapping of COs with PSOs*	
12.	Course Information Sheet*	
13.	Lecture Delivery Plan*	
14.	Syllabus Coverage Report**	
15.	Plan for Teaching-Learning activities to strengthen COs, POs and PSOs attainment*	
16.	MSE Question Papers**	
17.	MSEs result/performance analysis report and remedial actions **	
18.	Assignments*	
19.	Tutorial Sheets*	
20.	Old Question papers* (MSEs & End Semester)	
21.	Quiz and activity based learning activities*	
22.	Internal Evaluation Sheet***	
23.	List of Books Referred*	
24.	Recommended NPTEL/MOOCs/ Swayam Courses/Videos*	
25.	Expert Lectures**	
26.	Mapping of MOOCs Courses, Expert Talks, Industry Visits with Course Outcomes**	
27.	Gaps in Curriculum**	
28.	Topics Beyond Syllabus**	
29.	Assessment Methodologies*	
30.	Evaluation Sheets MSEs, Assignments, Tutorials, Expert lectures, Industry Visits, MOOCs courses and University Results***	
31.	Analysis of University results for course for last 03 year(s) and supporting documents*	
32.	COs Attainment***	
33.	PO & PSO Attainment***	
34.	Attendance cum performance record***	
35.	Bright/Weak students list & plan of activities and impact analysis report thereof	
36.	Overall statement of observations on course conduct and improvement plans/suggestions***	
37.	(Any other)	
38.	(Any other)	

* To be executed before start of the semester.

** To be updated regularly during the semester

*** To be completed at the end of the semester

Academic Monitoring:

S.No.	Academic Monitoring Parameters	Academic Audit-I		Academic Audit-II	
Date of Monitoring					
Continuous Monitoring (Theory)					
1	%age Attendance (AVG)				
2	No. of Defaulter(s)				
3	Lectures Planned v/s actual till date				
4	%age of Syllabus Completion				
5	MSEs Performance %age (With / Without absent)				
6	Theory Assignments / Tutorials Completed till date				
7	Number of Quizzes and Assessment Activities Conducted				
8	CO Attainment				
9	University Result for Course (in %)				
Continuous Monitoring (Lab)					
S.No.	Batches	Group A	Group B	Group A	Group B
1	%age Attendance (AVG)				
2	No. of Defaulter(s)				
3	Laboratory Experiments planned v/s actual till date				
4	Laboratory work completion by the students				
5	End Sem. Performance Including Internal Awards				
Course/Program Co-ordinator					
Co-ordinator of the Department					
Dean (Faculty)					



Annexure-II
Academic Audit Proforma

DAV University, Jalandhar

Jalandhar- Pathankot National Highway (NH-44), Jalandhar, Punjab 144001



Department of Academic Affairs

Proforma for Quality Assurance

INTERNAL ACADEMIC AUDIT

SELF-EVALUATION DOCUMENT

INSTRUCTIONS

1. This form may be used as self-evaluation document (SED) for academic audit.
2. Fill-in a separate form for each subject taught by the faculty members.
3. Please ensure that all necessary attachments are sent as separate documents.
4. Submit the electronic copy of the “Audit Report” of each course to the o/o Dean Faculty, Coordinator of the department, Programme Coordinator and IQAC.

DAV University, Jalandhar

Department of Academic Affairs

Name of Department:	
Name of Programme:	
Semester:	
Subject:	
Subject Code:	
Name of the Auditee:	
Name of the Auditor:	
Date of Submission of SED:	

Knowledge & Understanding of Vision & Mission Statement

Yes / No

Knowledge & Understanding of PEOs, PSOs & POs

Yes / No

Activity	Observations w.r.t. Course File		Non Conformance (if any)	NC/Ref	Remarks (if any)
	Available	Not available			
Vision /Mission* of the University and Department					
PEOs, PSOs & POs*					
Academic Calendar*					
Time Table*					
List of students*					
Syllabus*					
Course Objectives/Outcomes*					
Mapping of syllabus with Course Outcomes*					
Mapping of CO's with PO's*					
Mapping of CO's with PSO's*					

Course Information Sheet*					
Lecture delivery Plan*	Scheduled	Delivered			
Syllabus Coverage Report**					
MSE Question Papers**					
Assignments*	Planned	Given	Checked		
Tutorial Sheets*	Planned	Given	Checked		
Old Question papers* (MSE's & University)					
Quiz*	Planned	Given	Checked		
Internal Evaluation Sheet***					
List of Books Referred*					
Recommended NPTEL/MOOC's/ Swayam courses/videos*					
Expert Lectures**	Planned	Executed			
Mapping of MOOCs Courses, Expert talks, Industry Visits with Course Outcomes					

Gaps in Syllabus**					
Topics Beyond Syllabus**					
Assessment Methodologies*					
Evaluation Sheets MSE's, Assignment's, Tutorial's, Expert lectures, Industry Visits, MOOCs courses and University Results***					
COs Attainment***					
POs Attainment***					
MSE Answer Sheets, Assignments and Tutorial Sheets (Min 03, Max. 05) and Attendance cum performance register. ***					

* To be completed before start of the semester.

** To be updated regularly during the semester

*** To be completed at the end of the semester

Additional Information

(To be checked and verified by the concerned Auditor)

Activities	Actions		Remarks
	Available	Not available	
Student attendance record (hardcopy/ Online)	Available	Not available	
Adjustments (Nos)	Given	Taken	
No. of Extra Classes held; if any	Scheduled	Delivered	
Minor Project(s) Allotted to Students	Allotted	Executed	
Interactive Teaching Aids/Techniques Developed/innovations made (give details) viz. Activity based learning, Case study, Role Play, Crossword, Quiz etc.			
List of students who are currently undertaking MOOCS/SWAYAM/NPTEL courses	Available	Not available	
List of Virtual Labs being recommended/ conducted	Available	Not available	
List of students who are currently enrolled/using virtual lab(s)	Available	Not available	

Activities	Observations w.r.t. Course File		Non Conformance (if any)	NC/ Ref	Remarks (if any)
	Available	Not available			
CO attainment (direct & indirect method)					
CO PO Mapping					
Gap Analysis					
Innovative teaching pedagogies used such as activity based learning (indoor& outdoor) LCD& PPT,					

chalk and talk, lecture with interaction					
Assessment of the students via MCQ's at the end of lectures/modules					
Group/individual presentation of the students and assessment thereof towards CO attainment					
Assignment (open ended)					
Development of special questions for the attainment of POs					

Activities	Actions		Remarks
Is the auditee a mentor	Yes	No	
Mentor Forms filled	Yes	No	
Resolution of student's concern/ complaint	Executed	Not Executed	

(Programme Coordinator)

(Dean)

(Vice Chancellor)

(Signature of the Auditee)

(Signature Auditor)

Annexure-III

Result Analysis Proforma (Course wise)

DEPARTMENT _____

Batch: _____ Class: _____ Semester: _____ Date: _____

MSE/ESE:

Course Analysis:

Name of Faculty	
Course Name	
Course Code	
Total No. of Students	
No. of Students Appeared	
No. of Students Passed	
No. of Students Failed	
No. of Students Absent	
Pass Percentage	

Performance

Sr. No.	Percentage Slab	No. of Students
1	Above 75 %	
2	Above 60% and up to 75%	
3	50% and above up to 60%	
4	Below 50 %	

Advanced Learners

Name of Student	Roll No	Percentage of marks	Remarks

Action Agenda & Follow up action plan:

- *
- *
- *

Slow Learners

Name of Student	Roll No	Result	Remarks

Action Agenda & Follow up action plan:

- *
- *
- *

Name & Signature of Faculty In-charge

Name & Signature of HoD/Coordinator

Name & Signature of Dean

Annexure-IV
Course Exit Survey
Academic Session: 20__ 20__

Student Name: _____ Uni. Reg. No. _____ Department: _____

Please rate the following questions based on your learning in the <COURSE NAME, COURSE CODE> 1 being the lowest (unsatisfactory/disagree) and 5 being the highest (Outstanding/Strongly agree).

Note: The questions for the course exit survey can be framed according to the specific course outcomes related to the course by the course in-charge.

S. No.	Question	Student's Response				
		1	2	3	4	5
1.	Were you satisfied with the curriculum of this course?					
2.	Was the course curriculum relevant to local, regional, national and global developmental needs/issues?					
3.	Were the course outcomes attained?					
4.	Did you have the knowledge of pre-requisite/bridge course to have grip on this course (if any) ?					
5.	Did the course focus on employability/ entrepreneurship/skill development ?					
6.	Would you like to study advanced version of this course based on your interest developed in the present course?					
7.	Were the syllabus and teaching/learning methodologies satisfactory?					
8.	Were you able to innovate/develop any prototype/idea from the learning(s) of the course?					

Suggestions (if any) for improvement of this course:

Date:

Signature

Annexure-V

Programme Exit Survey for Engineering Degree Programme:

Academic Session: 20 __ 20__

Name of the Student: _____

Uni. Reg. No. _____

Department: _____

Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are the statements describing the knowledge, skills, behavior and abilities which should be attained by the students soon after graduation. Kindly evaluate yourself and rate the following statements by putting a tick mark in the appropriate cell.

S. No.	PO/PSO	Excellent (3)	Satisfactory (2)	Average (1)
PO1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization for the solution of complex engineering problems.			
PO2	Problem analysis: Identify, formulate, 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 public health and safety, and 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 the 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.			
PSO1	Instruction for PSO: PSOs are statements that describe what the graduates of a specific subject or programme should be able to do.			

PSO2				
------	--	--	--	--

General comments/suggestions for further improvement

Date: _____

Signature

Annexure-V

Programme Exit Survey for Management program:

Academic Session: 20 __ 20__

Name of the Student: _____

Uni. Reg. No. _____

Department: _____

Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are the statements describing the knowledge, skills, behavior and abilities which should be attained by the students soon after graduation. Kindly evaluate yourself and rate the following statements by putting a tick mark in the appropriate cell.

S. No.	PO/PSO	Excellent (3)	Satisfactory (2)	Average (1)
PO1	Business Environment and Domain Knowledge: Economic, legal, and social environment of Indian business. Graduates can improve their awareness and knowledge about the functioning of the local and global business environment and society. This helps in recognizing the functioning of businesses, identifying potential business opportunities, evolving business enterprises and exploring entrepreneurial opportunities.			

PO2	<p>Critical thinking, Business Analysis, Problem Solving and Innovative Solutions: Competencies in quantitative and qualitative techniques. Graduates are expected to develop skills on analyzing the business data, application of relevant analysis, and problem solving in other functional areas such as marketing, business strategy and human resources.</p>			
PO3	<p>Global Exposure and Cross-Cultural Understanding: Demonstrate a global outlook with the ability to identify aspects of the global business and Cross-Cultural Understanding.</p>			
PO4	<p>Social Responsiveness and Ethics: Developing responsiveness to contextual social issues / problems and exploring solutions, understanding business ethics and resolving ethical dilemmas. Graduates are expected to identify contemporary social problems, explore the opportunities for social entrepreneurship, design business solutions and demonstrate ethical standards in organizational decision making. Demonstrate awareness of ethical issues and can distinguish ethical and unethical behaviors.</p>			
PO5	<p>Effective Communication: Usage of various forms of business communication, supported by effective use of appropriate technology, logical reasoning, articulation of ideas. Graduates are expected to develop effective oral and written communication especially in business applications, with the use of appropriate technology (business presentations, digital communication, social network platforms and so on).</p>			

PO6	Leadership and Teamwork: Understanding leadership roles at various levels of the organization and leading teams. Graduates are expected to collaborate and lead teams across organizational boundaries and demonstrate leadership qualities, maximizing the usage of diverse skills of team members in the related context.			
PSO1	Instruction for PSO: PSOs are statements that describe what the graduates of a specific subject or programme should be able to do.			
PSO2				

General comments/suggestions for further improvement

Date: _____

Signature

Annexure-V

Programme Exit Survey for undergraduate and postgraduate programs in Sciences/Education Humanities/Law & Legal Studies and all other UG/PG programmes

Academic Session: 20 __ 20__

Name of the Student: _____

Uni. Reg. No. _____

Department: _____

Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are the statements describing the knowledge, skills, behavior and abilities which should be attained by the students soon after graduation. Kindly evaluate yourself and rate the following statements by putting a tick mark in the appropriate cell.

S. No.	PO/PSO	Excellent (3)	Satisfactory (2)	Average (1)
PO1	Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.			
PO2	Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.			

PO3	Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.			
PO4	Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering			
PO5	Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.			
PO6	Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.			
PO7	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes			
PSO1	Instruction for PSO: PSOs are statements that describe what the graduates of a specific subject or programme should be able to do.			
PSO2				

General comments/suggestions for further improvement

Date: _____

Signature

Feedback of the Faculty by the students

This questionnaire has been designed to seek feedback from the students to strengthen the quality of teaching-learning environment and to look for opportunities to improve teacher's performance in classroom engagement to bring excellence in teaching and learning. The Student feedback of the Faculty is scheduled twice a semester (online). The students can submit their feedback through an online link shared by the department of academic affairs.

Annexure-VI

DAV University, Jalandhar

STUDENT FEEDBACK FORM _____ 2022

Name of the Student: _____

Uni. Reg. No. _____

Semester: _____

Course name with code: _____

Subject Incharge: _____

Sr.no	Criteria	Feedback				
		Excellent	Very Good	Good	Fair	Poor
1	The teacher had the thorough and comprehensive knowledge of the course?					
2	Soft skills of the teacher in handling of contents?					
3	Online learning materials/notes provided by the teacher in enhancing my understanding of the subject?					

4	The teacher thoroughly answered the student's questions?					
5	There was positive interaction between students and teacher?					
6	Quality of work was emphasized more than quantity?					
7	You were encouraged to do extra reading about the course material?					
8	The teacher gave assignments that were useful for learning subject matter and mapped on the Course Outcomes (CO's) targeting higher levels of RBTL?					
9	Students feel free to interrupt presentations if points needed clarification?					
10	Quality of Video/PPT by subject teacher?					
11	Lectures were held regularly and on time?					
12	Students were introduced with the relevant information viz. Registration & MOOCs based online course as a supplementary activity to the course?					
13	Students were engaged in activity based learning for the teaching learning?					
14	The online teaching technologies used by the subject teacher in enhancing my understanding of the subject?					

15	Overall rating of online teaching activities in this subject?					
----	---	--	--	--	--	--

Remarks/Suggestions:

Annexure-VII

MSE Format



DAV University, Jalandhar.
Term-22231/2223S (Backlog)

MSE
October
2022

University Reg. No.:

Name of Student:

Course Code: ABC000

Course Title:
.....

Time: 1 Hour 30
Minutes

Maximum Marks:
25

Section – A

(Marks: 1 x 5 = 5)

Very Short Answer Type: All Questions are compulsory. Each question should be answered within 5-8 lines.

Q. No.	Question	COs	RBT Level
Q1	i.		
	ii.		
	iii.		
	iv.		
	v.		

Section – B

(Marks: 4 x 3 = 12)

Short Answer Type: Attempt all the 3 Questions with given internal choice. Each question should be answered in maximum 2 pages.

Q. No.	Question	COs	RBT Level
Q2			
	Or		
Q3			
	Or		
Q4			
	Or		

Section – C

(Marks: 8 x 1 = 8)

Long Answer Type: Attempt 1 Question with given internal choice. Each question should be answered in maximum 4 pages.

Q. No.	Question	COs	RBT Level
Q5			
	Or		

Course Outcomes (COs): After successfully completing this course the students will be able to
CO1:
CO2:
CO3:
CO4:
CO5:

Revised Blooms Taxonomy (RBT)

RBT Classifications	Lower Order Thinking Levels (LOTs)			Higher Order Thinking Levels (HOTs)		
RBT Level No.	L1	L2	L3	L4	L5	L6
RBT Level Name	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating

Annexure-VIII

ESE Format

**DAV University, Jalandhar.
Term-22231/2223S (Backlog)**



**ESE
December
2022**

University Reg. No.:

Name of Student:

Course Code: ABC000

Course Title:
.....

Time: 3 Hour

Maximum Marks:

50

Section – A

(Marks: 1 x 10 = 10)

Very Short Answer Type: All Questions are compulsory. Each question should be answered within 5-8 lines.

Q. No.	Question	COs	RBT Level
Q1	i.		
	ii.		
	iii.		
	iv.		
	v.		
	vi.		
	vii.		
	viii.		
	ix.		
	x.		

Section – B

(Marks: 4 x 6 = 24)

Short Answer Type: Attempt all the **6 Questions with given internal choice**. Each question should be answered in maximum 2 pages.

Q. No.	Question	COs	RBT Level
Q2			
	Or		
Q3			
	Or		
Q4			
	Or		
Q5			
	Or		
Q6			
	Or		
Q7			

	Or		
--	----	--	--

Section – C

(Marks: 8 x 2 = 16)

Long Answer Type: Attempt all the **2 Questions with given internal choice**. Each question should be answered in maximum 4 pages.


Q. No.	Question	COs	RBT Level
Q8			
	Or		
Q9			
	Or		

Course Outcomes (COs): After successfully completing this course the students will be able to
CO1:
CO2:
CO3:
CO4:
CO5:

Revised Blooms Taxonomy (RBT)

RBT Classifications	Lower Order Thinking Levels (LOTs)			Higher Order Thinking Levels (HOTs)		
	L1	L2	L3	L4	L5	L6
RBT Level No.						
RBT Level Name	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating

Annexure-IX
Question Bank Format

	DAV University, Jalandhar. (Question Bank)		
	Name of Department:		
	Name of Faculty submitting the Q. Bank:		
	Employee ID:		
	Course Code:		
	Course Title:		
Program:			
Semester:			

Unit – I

Section – A

(1 Mark Questions)

Very Short Answer Type: Each question should be answered within 5-8 lines.

Q. No.	Question	COs	RBT Level
Q1			
Q2			
...			
...			
Q40			

Section – B

(4 Marks Questions)

Short Answer Type: Each question should be answered in maximum 2 pages.

Q. No.	Question	COs	RBT Level
Q1			
Q2			
...			
...			
Q30			

Section – C

(8 Marks Questions)

Long Answer Type: Each question should be answered in maximum 4 pages.

Q. No.	Question	COs	RBT Level
Q1			
Q2			
...			
...			
Q20			

Unit – II

Section – A

(1 Mark Question)

Very Short Answer Type: Each question should be answered within 5-8 lines.

Q. No.	Question	COs	RBT Level
Q1			
Q2			
...			
...			
Q40			

Section – B

(4 Marks Questions)

Short Answer Type: Each question should be answered in maximum 2 pages.

Q. No.	Question	COs	RBT Level
Q1			
Q2			
...			
...			
Q30			

Section – C

(8 Marks Questions)

Long Answer Type: Each question should be answered in maximum 4 pages.

Q. No.	Question	COs	RBT Level
Q1			
Q2			
...			
...			
Q20			

Unit – III

Section – A

(1 Mark Question)

Very Short Answer Type: Each question should be answered within 5-8 lines.

Q. No.	Question	COs	RBT Level
Q1			
Q2			
...			
...			
Q40			

Section – B**(4 Marks Questions)**

Short Answer Type: Each question should be answered in maximum 2 pages.

Q. No.	Question	COs	RBT Level
Q1			
Q2			
...			
...			
Q30			

Section – C**(8 Marks Questions)**

Long Answer Type: Each question should be answered in maximum 4 pages.

Q. No.	Question	COs	RBT Level
Q1			
Q2			
...			
...			
Q20			

Unit – IV**Section – A****(1 Mark Question)**

Very Short Answer Type: Each question should be answered within 5-8 lines.

Q. No.	Question	COs	RBT Level
Q1			
Q2			
...			
...			
Q40			

Section – B**(4 Marks Questions)**

Short Answer Type: Each question should be answered in maximum 2 pages.

Q. No.	Question	COs	RBT Level
Q1			
Q2			
...			
...			
Q30			

Section – C**(8 Marks Questions)**

Long Answer Type: Each question should be answered in maximum 4 pages.

Q. No.	Question	COs	RBT Level
Q1			
Q2			
...			
...			
Q20			

Course Outcomes (COs): After successfully completing this course the students will be able to
CO1:
CO2:
CO3:
CO4:
CO5:

Revised Blooms Taxonomy (RBT)

RBT Classifications	Lower Order Thinking Levels (LOTs)			Higher Order Thinking Levels (HOTs)		
	L1	L2	L3	L4	L5	L6
RBT Level No.						
RBT Level Name	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating

Annexure-X

Example of Assignment

Class/ Semester: ECE/1st Subject with Code: Semiconductor & Optoelectronics Physics
(BTPH105-18)

Assignment No. 1

Date of Issue: 8/12/2021

Due date of Submission: 15/12/2021

Max marks: 10

Quest No.	Question	CO's, RBT Level
1	What is the significance of E-K diagram for electronic Engineers?	CO1, L2
2	Plot forward V-I characteristics of schottky diode, ohmic, p n junction diode?	CO1, L3
3	Analyze the n ⁺ and p ⁺ type semiconductors and give their importance.	CO1, L4
4	Define ambipolar mobility and ambipolar transport.	CO1, L1
5	Show the variation of E.F and potential in depletion region of unbiased semiconductor.	CO1, L2
6	Summarize the effect of junction capacitance for semiconductor with its significance.	CO1, L5
7	What is wave particle duality?	CO1, L1
8	Give the importance of Schrodinger wave equation in Quantum Mechanics.	CO1, L2
9	The band structure of particular semiconductor is given by $E = E_c + [\hbar^2(k-5)^2]/2m_c$ $= E_v - [\hbar^2k^2]/2m_v$ Given $m_c = 0.2m_0$, $m_v = 0.8m_0$ and $E_g = 1.6eV$. Draw qualitatively the band structure of this material.	CO1, L6
10	How will you justify that effective mass of electron is negative in valence band?	CO1, L4
11	In valence band the curve of E with k (In E-K diagram) is flatter than that in conduction band? Justify.	CO1, L4

Annexure-XI

Example of Open Ended Assignment

DAV University, Jalandhar

Department of Electronics and Communication Engineering

Assignment #3: Open Ended Assignment

Subject: Microprocessors and Microcontrollers (BTEC-402-18)

Class: ECE-4th Semester (2020-24 batch)

Total students: 35

Total number of groups: 4

Date of Issue: 13/05/2022

Date of Submission: 30/05/2022

Course Coordinator: Dr. xxxxxxxxxxx (Assistant Professor – ECE)

Open ended assignment is a group activity which involves collaborative thinking, discussion and problem solving. Based on MST-1 result the class has been divided into 4 groups. Different problems are assigned to the groups. The difficulty level of the problems assigned is quite different so that the advanced learners can apply their skills to solve complex problems and weaker students get a chance to score more. Students can't copy each other's assignment as the plagiarism will be strictly monitored. The assignment includes the problems related to survey, classification, microcontroller programming, and design.

Note: If any similarity is found between two or more submissions, 5 marks will be deducted straightaway for each similar submission.

Group: 1 Assignment**Roll No. –7, 24, 25, 26, 37, 42, 44, 45**

S. No.	Question	CO Mapped, RBTL	Marks
1	Design an 8051 microcontroller based embedded system for measurement and display of room temperature. Make the schematic diagram and WAP to perform the said task.	CO4, L6	5
2	Design an 8051 microcontroller based embedded system for measurement and display of DC motor speed. Make the schematic diagram and WAP to perform the said task.	CO4, L6	5

Group: 2 Assignment**Roll No. – 4, 59, 12, 14, 23, 29, 34, 35**

S. No.	Question	CO Mapped, RBTL	Marks
1	Design an 8051 microcontroller based embedded system for measurement and display of liquid level in a tank. Make the schematic diagram and WAP to perform the said task.	CO4, L6	5
2	WAP in 8051 assembly language to count number of persons entering a room and display the count value on a display. Also run a stepper motor for 20 steps when the count value reaches 200. Assume the type of sensors, display and motors according to your convenient.	CO4, L4	5

Evaluation Procedure (rubrics) for Group-1 & Group-2

Criteria	2.5 Marks	1.5 Marks	0.5 Mark
Organization	Student conveys his/her knowledge and understanding with exceptional logic	Student conveys his/her knowledge and understanding with moderate logic	Random or weak organization
Quality of the program	Line-wise comments are given in the program and it gives desired output.	Some comments are provided in the program and it gives desired output.	The program is written poorly and gives near to the desired output.

Group: 3 Assignment**Roll No. – 10, 16, 19, 30, 39, 43, 46, 254/19**

S. No.	Question	CO Mapped, RBTL	Marks
1	Classify 8051 microcontroller mnemonics according the	CO2, L4	5

	operation they perform (arithmetic, logical, data transfer, and control transfer). Also mention the addressing mode used and number of bytes occupied in the memory by each instruction.		
2	What are the ways to change the normal sequence of program execution in 8051 microcontroller? Discuss with appropriate examples.	CO2, L2	5

Group: 4 Assignment

Roll No. – 1, 3, 8, 15, 17, 20, 22, 38, 40, 47, 254/19

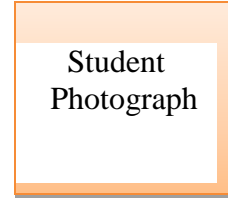
S. No.	Question	CO Mapped, RBTL	Marks
1	Make a list of the gadgets in your home or surrounding that you think contain an embedded computer. Break down the functionality any one of these gadgets as input devices, output devices, process and human-machine interface.	CO2, L4	5
2	Discuss the factors to be considered for selection of a microcontroller for an embedded system.	CO2, L2	5

Evaluation Procedure (rubrics) for Group-3 & Group-4

Criteria	2.5 Marks	1.5 Marks	0.5 Mark
Organization	Diagrams and texts are very well organized	Diagrams and texts are moderately organized	Random or weak organization
Relevant Content	All the information provided by the student is relevant to the given topic	A very few of the content are not relevant to the given topic	Large amount of the information is irrelevant to the given topic

DAV UNIVERSITY, JALANDHAR

(Mentoring Performa)



Department: _____ Session: _____

Semester: _____ Section: _____

Group: _____

2. Student Particulars:

Name: _____ Reg. No. : _____ Category _____

Blood Group: _____ Aadhar No. _____ Email ID: _____

Student Mobile No.: _____

Father's Name:	Father's Occupation	Permanent Address	Hosteller/ Day scholar
Mobile No:			
Mother's Name:	Mother's Occupation		
Mobile No.:			

3. Academics (MSE) and Attendance Record:

Course Name	Course Code	Marks scored in MSE out of 25	Attendance %age up to MSE and ESE	
			Cumulative attendance up to MSE (Please tick)	Cumulative attendance up to ESE (Please tick)

4. Semester wise Result:

S. No.	Current Semester (e.g. First, second, third....and so on)	CGPA up to previous Semester	Signature of Student with date

5. Reason of attendance shortage & action taken, if applicable (attach extra sheet if required):

Date		Reason of attendance shortage	Action taken by the mentor
Before MSE	Date		
Before ESE	Date		

6. Reason of unsatisfactory performance in MSE & action taken, if applicable (attach extra sheet if required):

Date	Reason of unsatisfactory performance in MSE	Action taken by the mentor

7. Backlogs/Supplementary, if applicable (attach extra sheet if required):

Date	Semester	Subject & code	Status (Cleared/ Not cleared)

8. Participation in various activities such as Sports/Cultural/Conference/ NSS/ NCC/ GSC/Student Council/Debate and Entrance Exam (GATE, CAT, UGC- NET etc.) (attach extra sheet if required):

Sr. No.	Activity	Dates	Participation/ Position/ Rank

9. Details of problem faced by student & remedial action taken (Maintain record of counselling session) if applicable:

Sr. No.	Problem faced by student	Nature of Problem (physiological /psychological/ social)	Date& Time of Meeting	Action taken by Mentor in collaboration with Physician/ Counselor / Teacher	Resolved/ Not Resolved/ Remarks

10. Teacher-Mentor interaction with Parents/Guardian of student (attach extra sheet if required):

Date & Time of call	Phone no. contacted	Issues Discussed	Parent's Remarks	Mentor Signature

11. Course of Action taken by the Mentor as per the requirement of student (Slow Learner/Advanced Learner)

Mentor Name with ID

Mobile No.:

**Signature of Mentor with date
(in every meeting)**

1. _____
2. _____
3. _____

Signature of Head/Coordinator