

**CHAPTER – 4**  
**GUIDELINES FOR SELF-ASSESSMENT REPORT**

## 4. Introduction

The institution applying for accreditation must submit documents that provide accurate information and sufficient evidence for the purpose of evaluation. For each program to be accredited, unless otherwise stated, the institution shall submit the following documents:

- i. Self-Assessment Report (as per the format described below) in Hardcopy
- ii. Duly filled annexures provided in the Manual, in Hardcopy.
- iii. Supporting Material / Documents, either in Hardcopy or in Digital form.

### 4.1 Self-Assessment Report Format

A Self-Assessment Report is an account of the institution's plan, implementation, assessment and evaluation of the program conducted. It reflects the processes with results obtained, used in continual quality improvement at all levels of the program's activities. This appropriately bound document, ranging between 50 – 100 pages with all pages numbered and a table of contents, shall provide the information and description about the program to enable the Evaluation Panel to objectively assess the program for the purpose of accreditation. The emphasis shall be on qualitative description of each aspect and criterion, and how these meet the standards and expectation as set out in this Manual. In other words, this summary document is a form of Self-Assessment of the institution's program.

The general structure of the Self-Assessment Report shall conform to the following sections. The institution is advised to provide accurate information as detailed in Chapter 3 of this Accreditation Manual.

- Provide general information on the institution and the specific program.
- Provide detailed information on program history of accreditation (year of accreditation, conditions imposed and actions taken).
- Describe any self-initiated improvements made in the program and the year the changes were introduced.

#### 4.1.1 Program Educational Objectives

- 4.1.1.1 State the vision and mission of the institution and/or faculty.
- 4.1.1.2 Describe the PEOs and state where they are published.
- 4.1.1.3 Describe how the PEOs are consistent with the vision and mission of the institution and/or faculty and stakeholders' requirements.
- 4.1.1.4 Describe the processes used to evaluate the achievement of PEOs.
- 4.1.1.5 Describe how the results obtained from evaluation are being used to improve the effectiveness of the program.

#### 4.1.2 Program Learning Outcomes

- 4.1.2.1 List the PLOs and state where they are published.
- 4.1.2.2 Describe how the PLOs relate to PEOs (as per template given in **Annex B**).

- 4.1.2.3 Describe how the PLOs encompass the requirements of Section 3.2.2 of this Manual.
- 4.1.2.4 Describe the processes used to establish and review the PLOs, and the extent to which the program's various stakeholders are involved in these processes.
- 4.1.2.5 Describe the mapping of courses with PLOs (as per template given in **Annex-D**).
- 4.1.2.6 Describe the data gathered and the results of the assessment of PLOs.
- 4.1.2.7 Explain how the assessment results are applied to further develop and improve the program.
- 4.1.2.8 Describe the materials, including student work and other evidence, that demonstrate achievement of the PLOs.

### 4.1.3 Curriculum and Learning Process

- 4.1.3.1 Discuss the program structure and course contents to show how they are appropriate to, consistent with, and support the development of the range of intellectual and practical skills and attainment or achievement of the PLOs.
- 4.1.3.2 Discuss the program delivery and assessment methods and how these are appropriate to, consistent with, and support the development of the range of intellectual and practical skills and attainment or achievement of the PLOs.

The information required in Sec 4.1.3.1 -- 4.1.3.2 should include but is not limited to the following (should include relevant templates given in **Annex C~G**, where applicable.

- A matrix linking courses to PLOs to identify and track the contribution of each course to the PLOs (as per template given in **Annex-D**).
- Distribution of the engineering courses according to areas specific to each program (as per template given in **Annex-E**).
- Distribution of the related non-engineering (general education) courses.
- Distribution of the courses offered according to semester (as per template given in **Annex-F**).
- Details of Laboratory equipment / workstations and experiments conducted (as per template given in **Annex-G**).

### 4.1.4 Students

The information required in Sec. 4.1.4.1 – 4.1.4.6 should include relevant templates given in annexures, where applicable.

- 4.1.4.1 Discuss the requirement and process for admission of students to the program, response and annual intake (as per template given in **Annex-H**).

- 4.1.4.2 Discuss the policies and processes for credit transfer/exemption.
- 4.1.4.3 Discuss mechanism for providing guidance to students on academic, career and aspects pertaining to wellness.
- 4.1.4.4 Discuss students' workload, class sizes for theory as well as laboratory sessions and completion of courses.
- 4.1.4.5 Discuss students' activities and involvement in student organizations that provide experience in management and governance, representation in education and related matters and social activities.
- 4.1.4.6 Discuss Key Performance Indicators (KPI) to demonstrate students' performance in relation to PLOs.

#### **4.1.5 Faculty and Support Staff**

The information required in Sec. 4.1.5.1 – 4.1.5.4 should include relevant templates given in annexures, where applicable.

- 4.1.5.1 Discuss the strength and competencies of the academic staff in covering all areas of the program, and in implementing the outcome-based approach to education (as per template given in **Annex-I ~ K**).
- 4.1.5.2 Discuss how the overall staff workload enables effective teaching (including student-teacher ratio), student-staff interaction, student advising and counseling, institutional service and research activities, professional development and interaction with industry.
- 4.1.5.3 Discuss processes for faculty development, training and retention.
- 4.1.5.4 Discuss the sufficiency and competency of technical and administrative staff in providing adequate support to the educational program.

#### **4.1.6 Facilities and Infrastructure**

- 4.1.6.1 Discuss the adequacy of teaching and learning facilities such as classrooms, learning-support facilities, study areas, information resources (library), computing and information-technology systems, laboratories and workshops, and associated equipment to cater for multi-delivery modes.
- 4.1.6.2 Describe the adequacy of support facilities such as hostels, sport and recreational centers, health centers, student centers, and transport in facilitating students' life on campus and enhancing character building.  
The information required in Sec 4.1.6.1 -- 4.1.6.2 should include but is not limited to the following:
  - A summary of the lecture facilities (give number, capacity, and audio video facilities available).
  - A summary of the laboratories (list down the details of workstation available in each laboratory).
  - A summary of the workshops (list down the equipment/machinery available in each workshop).
  - A summary of the computer laboratories (list down the hardware

and software available).

- A summary of recreational facilities.
- A summary of information on recent improvements and planned improvements in these facilities.

#### **4.1.7 Institutional Support and Financial Resources**

- 4.1.7.1 Discuss institution's financial commitment and support to sustain and enhance the quality of program. Also summarize the salient features in a tabular form (as per the template given in **Annex-L**)

#### **4.1.8 Continuous Quality Improvement**

- 4.1.8.1 Discuss the mechanism for the following: program planning; curriculum development; curriculum and content review; responding to feedback and inputs from stakeholders including industry advisors, students and alumni; tracking the contribution of individual courses to PLOs; tracking outcomes of performance through assessment, including rubrics; reviewing of PEOs and PLOs; and continual quality improvement.
- 4.1.8.2 Discuss the implementation plan based on the observations of the last accreditation visit and the remedial actions taken. The information required in Sec 4.1.8.1 -- 4.1.8.2 should include but is not limited to the following:
- Evidence on the participation of faculty members and support staff as well as students in the continual quality improvement process.
  - Evidence on the development of academic staff through opportunities in further education, industrial exposure, as well as research and development.
  - Policies, internal processes and practices that are in place at all levels within the institution relating to the accreditation criteria as stated in Chapter 3 of this Manual.

#### **4.1.9 Industrial Linkages**

- 4.1.9.1 Discuss the involvement of industry in discussions and forums, professional practice exposure, and collaborative projects / research for the solutions to engineering problems.