



INSTITUTE OF AERONAUTICAL ENGINEERING

(Autonomous)

Dundigal - 500 043, Hyderabad, Telangana

List of NEW NBA Files

1. Program Specific Files

File Number	NBA Criteria	File Name / File Description
P1	1.1	Vision, Mission, Program Educational Objectives (PEOs)
		State the Vision and Mission of the Institute and the Department <ul style="list-style-type: none"> Vision and Mission Statements of both the Department and the Institute Correctness from definition perspective Consistency between Institute and Department statements
		State PEOs of the Program Availability & correctness of the PEOs statements
		Process of Defining Vision, Mission and PEOs <ul style="list-style-type: none"> Description of the process involved in defining the Vision, Mission of the Department Description of the process involved in defining the PEOs of the program Documentary evidence demonstrating the process ensuring effective participation of internal and external stakeholders, along with effective process implementation.
P2		Mapping of PEOs with Mission <ul style="list-style-type: none"> Availability of a matrix containing PEOs and Mission. Documentary evidence for justification for each statement mapped in the matrix.
		Dissemination of Vision, Mission and PEOs <ul style="list-style-type: none"> Adequacy in respect of publication & dissemination Process of dissemination among stakeholders Documentary evidence outlining the process ensuring awareness among internal and external stakeholders, including effective implementation.
P3	1.2	Curriculum Structure and Features
		State the Process for Developing/Revising the Program Curriculum Periodic review through search conferences/curriculum development workshops, identifying job roles etc., taking into account the POs and PSOs. Involvement of the industry in this process.
		Curriculum Structure Courses required for the degree program and distribution of learning hours assigned in terms of attaining POs and PSOs.
P4		Components of Curriculum Curricular components for the attainment of POs and PSOs
		Strategies for Education Reforms <ul style="list-style-type: none"> Curriculum design in terms of various educational reforms such as multidisciplinary and interdisciplinary approaches, multi-point entry/exit options, academic bank of credits, skill-based courses, and recognition of prior learning, etc Evidence of the action plan for NEP 2020, state education policy, etc., including their implementations. Additionally, map activities in curriculum design with multidisciplinary and

		interdisciplinary programs, the establishment of an academic bank of credits system, and APAAR, etc.
P5	1.3	PO, PSO and their Mapping with Courses
		POs and PSOs Listing of the Program Specific Outcomes (up to 3) of the program under consideration and their appropriateness
		Mapping between the Courses and POs/PSOs Justification of mapping between courses and POs and PSOs
	1.4	Course Outcomes and Course Articulation Matrix
		Course Outcome (Semester Wise) Availability of appropriate COs for every course Course Articulation Matrix <ul style="list-style-type: none"> • Availability of Course Articulation Matrix and its appropriateness in terms of level of correlation. • Documentary evidence of justification of appropriateness of mapping of COs and correlation levels with various POs and PSOs
1.5	Program Articulation Matrix <ul style="list-style-type: none"> • Availability of Mapping of Courses and POs/ PSOs • Documentary evidence of Articulation Matrix and relevance 	
P6	2.1	Quality of Teaching & Learning <ul style="list-style-type: none"> • Academic Calendar and its effective implementation. • Documentary evidence of supporting the implementation of pedagogical initiatives, such as real-life examples, collaborative learning, ICT-supported learning, and interactive classrooms. • Documentary evidence of tailored resources, differentiated instruction, and individualized attention to meet their unique learning needs • Classroom ambience and efforts to keep students engaged (also to be verified during interaction with the students). • Quality of laboratory experience concerning conducting experiments, recording observations, analysis, etc. (also to be verified during interaction with the students).
		Records of list of methodologies used to support weak students and encourage bright students and impact analysis.
P7	2.8	Steps Taken for Enhancing Industry Institute Partnerships <ul style="list-style-type: none"> • Documentary evidence of industry involvement in the partial delivery of any regular courses. • Documentary evidence of industry offered courses/training • Types of industries, types of labs, objectives, utilization, and effectiveness. Analysis and actions taken as a result.
		Internship/Industrial Training <ul style="list-style-type: none"> • Documentary evidence of process of internship/ industrial training for students, number of students participated, relevant training areas, documented visit report, with a duration of not less than 2 weeks for the industrial training/internship. • Documentary evidence of mapping of internship and training programs for students to POs and PSOs • Documentary evidence of student feedback on industrial training and its analysis and actions taken.
	3.4	Evaluation of Industrial Training/ Internship (Continuous and SEE)

		<ul style="list-style-type: none"> Documentary evidence of internships/ industrial training and its relevance in terms of POs. Evidence of Rubrics developed and used for assessing student performance during internships/ industrial training.
P8	2.4	<p>Seminar and Mini/Micro Projects</p> <ul style="list-style-type: none"> Documentary evidence of seminars presented by the students Documentary evidence of Mini/micro projects and their mapping with POs and PSOs
	2.2	<p>Quality of Student Capstone Project</p> <ul style="list-style-type: none"> Capstone/major project identification and guide/ supervisor allocation process Projects classification (application, product, research, review, etc.), incorporating factors such as environment, safety, ethics, cost, standards, and mapping with POs and PSOs. Process for continuous monitoring (Meeting records with guide and its frequency etc.,) Quality of projects, working models, or prototypes incorporating factors such as environment, safety, ethics, cost, standards, and mapping with POs and PSOs.
	3.5	<p>Evaluation of Projects</p> <ul style="list-style-type: none"> Rubrics used for assessing complexity, cost, relevance to the environment, and sustainability <p>Rubrics used for assessing team work, communication, and use of project management concepts</p>
	3.6	<p>Evidence of Addressing Sustainable Development Goals (SDG)</p> <p>Evidence of Addressing Sustainable Development Goals relevant to the program</p> <p>Student project activities through course work, research work and projects</p>
P9	2.5	
P10	2.6	<p>SWAYAM/NPTEL/MOOC/Self Learning</p> <ul style="list-style-type: none"> Number of students obtained MOOCs certification through platforms like SWAYAM/NPTEL, etc and their mapping with POs and PSOs. <p>Scope for self-learning & facilities and its use.</p>
P11	2.7	<p>Solving Complex Engineering Problems Incorporating Sustainability Goals</p> <p>List of complex engineering problems from different courses/activities/mini projects, etc. along with the targeted SDGs</p>
P12	3.8	<p>Attainment of Program Outcomes and Program Specific Outcomes</p> <p>Provide Results of Evaluation of Each PO & PSO</p> <ul style="list-style-type: none"> Verification of documents, results, and the level of attainment of each PO/PSO Assessment of overall levels of attainment <p>Documentary evidence towards appropriate attainment levels for attainment of POs and PSOs from core courses to be verified. Additionally, at least two levels of POs and two levels of PSOs attainment shall be verified</p>
	8.1	<p>Actions Taken Based on the Results of Evaluation of the COs, POs, and PSOs</p>

		<p>Actions Taken Based on the Results of Evaluation of the COs Attainment</p> <ul style="list-style-type: none"> • Documentary evidences of identification of gaps in COs attainment • Plan of action to bridge the gaps/ improvement <p>Implementation</p>
		<p>Actions Taken Based on the Results of Evaluation of the POs/PSOs Attainment</p> <ul style="list-style-type: none"> • Documentary evidences of identification of gaps in POs/PSOs attainment • Plan of action to bridge the gaps/ improvement <p>Implementation</p>
P13	3.1	<p>Evaluation of Continuous Assessment: Assignments, Unit Tests, Mid-Term, etc</p> <ul style="list-style-type: none"> • Process for setting internal semester question papers, creating model answers, evaluating them, and ensuring compliance. • Assessment of the quality of unit tests/class tests/mid-term tests/assignments • Documentary evidence of mapping questions with COs. • Evidence of sharing of post evaluation feedback with students for performance improvement
	3.2	<p>Evaluation of Semester End Exam (SEE) Question Paper</p> <ul style="list-style-type: none"> • Process for setting semester-end exam question paper evaluating and ensuring compliance. • Assessment of the quality of semester end exam question paper • Evidence of transparency of post evaluation process
	3.3	<p>Evaluation of Laboratory Work and Workshop (Continuous and SEE)</p> <ul style="list-style-type: none"> • Evidence of evaluation of the laboratory experiments • Evidence of Rubrics developed and used for assessing student performance during workshops/laboratories.
P14		<ul style="list-style-type: none"> • Course file including the plan of course delivery, question papers, answer scripts, assignments, reports of assignments, project reports, reports of design projects, and a list of laboratory experiments, etc.
P15	3.7	<p>Attainment of Course Outcomes</p> <p>Describe the Assessment Tools and Processes Used to Gather the Data for the Evaluation of Course Outcome</p> <ul style="list-style-type: none"> • List of assessment tools and processes. • The quality/relevance of assessment tools/processes used.
		<p>Record the Attainment of Course Outcomes of all Courses with Respect to Set Attainment Levels</p> <ul style="list-style-type: none"> • Methodology to define set levels and its compliance; data collection, verification, analysis and decision making; details for one course per year of study to be verified
P16	4.1	<p>Enrolment Ratio in the First Year</p> <p>% students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2)</p>
		<ul style="list-style-type: none"> • Evidence of the number of seats filled under various quotas and the quality of students admitted to the program, including their ranks and percentage of marks, for the last 3 years.
P17	4.2	<p>Success Rate of the Students in the Stipulated Period of the Program</p> <ul style="list-style-type: none"> • Success Rate (SR)= B/A* <p>A= No. of students admitted in the 1st year of that batch and those actually admitted in the 2nd year via lateral entry, plus the number of students admitted through multiple entry (if any) and separate division</p>

		<p>if applicable, minus the number of students who exited through multiple entry (if any). $B = \text{No. of students who graduated from the program in the stipulated course duration}$</p> <p>Note *: If the value of A is less than the sum of the sanctioned intake (N) and the lateral entry including leftover seats (N2), then the value of A should be the sum of the sanctioned intake (N) and the lateral entry including leftover seats (N2). Average SR = Mean of SR for the past three batches. SR Points = $1.5 * (\text{Average SR}/10)$.</p>
	4.3	<p>Academic Performance of the First-Year Students of the Program Academic Performance = Average Academic Performance Index (API), where $\text{API} = ((\text{Mean of 1st Year Grade Point Average of all successful students on a 10-point scale}) \text{ or } (\text{Mean of the percentage of marks of all successful students in 1st year}/10)) * (\text{Number of successful students}/\text{number of students appeared in the examination})$. Successful students are those who have proceeded to the 2nd year.</p>
	4.4	<p>Academic Performance of the Second Year Students of the Program Academic Performance = Average Academic Performance Index (API), where $\text{API} = ((\text{Mean of 2nd Year Grade Point Average of all successful students on a 10-point scale}) \text{ or } (\text{Mean of the percentage of marks of all successful students in 2nd Year}/10)) * (\text{Number of successful students}/\text{number of students appeared in the examination})$. Successful students are those who have proceeded to the 3rd year.</p>
	4.5	<p>Academic Performance of the Third Year Students of the Program Academic Performance = Average Academic Performance Index (API), where $\text{API} = ((\text{Mean of 3rd Year Grade Point Average of all successful students on a 10-point scale}) \text{ or } (\text{Mean of the percentage of marks of all successful students in 3rd Year}/10)) * (\text{Number of successful students}/\text{number of students appeared in the examination})$. Successful students are those who have proceeded to the 4th year.</p>
	8.4	<p>Improvement in Academic Performance</p> <ul style="list-style-type: none"> • Academic Performance Index (API) of the First-Year Students in the Program • Academic Performance Index (API) of the Second-Year Students in the Program <p>Academic Performance Index (API) of the Third Year Students in the Program</p>
P18	4.6	<p>Placement, Higher Studies and Entrepreneurship Assessment Points = $0.3 * \text{Average of placement index (P)}$. Placement index (P) = $[(X + Y + Z)/\text{FS}] * 100$ where, X = No. of students placed Y = No. of students admitted to higher studies Z = No. of students taking up entrepreneurship FS = Total no. of final year students. Note: If the value of FS is less than the sum of the sanctioned intake (N) and the lateral entry including leftover seats (N2), then the value of FS should be the sum of the sanctioned intake (N) and the lateral entry including leftover seats (N2).</p>
P19	4.7	<p>Professional Activities Professional Societies/Bodies, Chapters, Clubs, and Professional Engineering Events Organize</p>

		<ul style="list-style-type: none"> Availability and number of activities organized through professional societies/chapters/clubs <p>Number and quality of engineering events organized at the Institute, categorized by level (National/International).</p>
		<p>Student's Participations in Professional Events (at other institutions)</p> <ul style="list-style-type: none"> No. of students participated in the state level events No. of students participated in the national level/ international events <p>No. of students received prizes/awards in such events</p>
P20		<p>Publication of Journals, Magazines, Newsletters, etc in the Department</p> <ul style="list-style-type: none"> Quality and relevance of the contents and print material/ e-format <p>Student involvement in publication of journals, magazines, newsletters</p>
		<p>Student Publications</p> <ul style="list-style-type: none"> No. of journal papers published by students during the assessment period No. of conference papers published by students during the assessment period <p>Number of student publications that received prizes/awards during the assessment period</p>
P21	5.1	<p>Student-Faculty Ratio (SFR)</p> <p>SFR to be calculated at Department level considering all UG and PG engineering programs in the Department; include allied department programs/clusters as well. The programs, such as MCA, BCA, and other non-engineering programs running in the Department or allied Departments, need to have sufficient faculty members to support those programs. These faculty members should not be included in the Table 5A of the SAR.</p> <ul style="list-style-type: none"> For consideration of Faculty, Faculty appointment letters, time table/subject allocation file. <p>Calculation of students and faculty as mentioned in the SAR</p>
	5.2	<p>Faculty Qualification</p> <p>Faculty qualification index (FQI) = $2.5 * [(10X + 4Y)/RF]$, where X=No. of faculty members with Ph.D. degree or equivalent as per AICTE/UGC norms. Y=No. of faculty members with M. Tech. or ME degree or equivalent as per AICTE/UGC norms. RF=No. of required faculty to adhere to the 20:1 Student-Faculty ratio, with calculations based on both student numbers and faculty requirements as per section 5.1 of SAR (RF=S/20). To determine the RF value (No. of required faculty in the Department, including allied Departments to adhere to the 20:1 Student-Faculty ratio), all students (S as defined in section 5.1 of SAR) in the department, as well as those in allied departments, need to be considered. (RF=S/20) The programs, such as MCA, BCA, and other non-engineering programs running in the Department or allied Departments, need to have sufficient faculty members to support those programs and exclude the faculty members and students listed in Table 5.2.1 (X, Y, and RF) of SAR</p>
	5.3	<p>Faculty Cadre Proportion</p> <p>Faculty qualification and experience required for cadre posts shall only be considered in accordance with AICTE norms/guidelines.</p> <ul style="list-style-type: none"> Cadre-wise number of available faculty; Faculty qualifications, experience, and eligibility; Appointment/Promotion orders.

		Cadre-wise number of faculty required as per AICTE guidelines
	5.4	<p>Visiting/Adjunct Faculty/ Professor of Practice</p> <ul style="list-style-type: none"> Provision of visiting or adjunct faculty/emeritus professor/ professor of practice, etc <p>Minimum 50 hours per year interaction</p>
	5.5	Faculty Retention
P22	6.1	<p>Memberships in Professional Societies at National/ International Levels</p> <p>Memberships in Professional Societies at National/International Levels. Faculty members who have active recognized professional memberships and their positions and contributions to professional societies during the assessment period</p>
		<p>Faculty Contribution in Development of SWAYAM MOOCs and other E-Content</p> <ul style="list-style-type: none"> Faculty member (s) involvement in developing SWAYAM MOOCs <p>Involvement of faculty members in developing E-Content</p>
		<p>FDP/ STTP Organized by Department</p> <ul style="list-style-type: none"> The minimum duration of FDP/STTP is 5 days. <p>2 points per FDP/STTP, with a maximum of 4 marks per assessment year and a total maximum of 10 mark</p>
		<p>Faculty Members' Participation in STTPs/ FDPs</p> <p>faculty scores maximum five points for participation</p> <ul style="list-style-type: none"> Participation in 2 to 5 days Faculty/ Faculty development program: 3 Points Participation in >5 days Faculty/ Faculty development program: 5 points RDF= Number of faculty required to comply with the 20:1 student-faculty ratio in the Department alone, as per section 5.1 (RDF= DS/20). For each year, Assessment Points (AP) = Sum of faculty participation score / 0.5 * RDF <p>Average assessment over last three years starting from CAYm1 (Marks limited to 05)</p>
		<p>Faculty Certification of MOOCs through SWAYAM, etc</p> <p>Percentage of faculty members in the Department obtained MOOCs certification through platforms like SWAYAM/NPTEL and marks distribution as follows:</p> <ul style="list-style-type: none"> > 30% of available faculty members in the Department obtained MOOCs certification through platforms like SWAYAM/NPTEL averaged during the assessment period (07-10) > 20% and <30% of available faculty members in the Department obtained MOOCs certification through platforms like SWAYAM/NPTEL averaged during the assessment period (04-06) <p>< 20% of available faculty members in the Department obtained MOOCs certification through platforms like SWAYAM/NPTEL averaged during the assessment period (00-03)</p>
P23		<p>Faculty Support in Student Innovative Projects</p> <p>Percentage of faculty members in the Department supporting as a mentor, facilitator, etc. in student innovation projects in various events like hackathons, codeathons, ideathons, open research, etc. & marks distribution as follows:</p>

		<ul style="list-style-type: none"> • 30% of available faculty members in the Department support as a mentor, facilitator, etc. in student innovation projects in various events during the assessment period (07-10) • 20% and <30% of available faculty members in the Department support as a mentor, facilitator, etc. in student innovation projects in various events in the past 3 years (04-06) <p><20% of available faculty members in the Department support as a mentor, facilitator, etc. in student innovation projects in various events in the past 3 years (00-03)</p> <p>Faculty Internship/ Training/ Collaboration with Industry Percentage of faculty members in the Department, who have undergone faculty internships/trainings/ collaboration with industry & marks distribution as follows:</p> <ul style="list-style-type: none"> • > 30% of available faculty members in the Department have undergone faculty internships/ trainings/ collaboration with industry averaged during the assessment period (07-10) • > 20% of and <30% available faculty members in the Department have undergone faculty internships/ trainings/ collaboration with industry averaged during the assessment period (04-06) <p><20% of available faculty members in the Department have undergone faculty internships/ trainings/collaboration with industry averaged during the assessment period (00-03)</p> <p>Faculty as Resource Persons in STTPs/FDPs</p> <ul style="list-style-type: none"> • An average of more than 3 faculty members from the Department served as resource persons in STTPs/FDPs during the assessment period <p>An average of more than 2 and less than 3 faculty members from the Department served as resource persons in STTPs/FDPs during the assessment period</p>
P24	6.2	<p>Academic Research Publications in Journals, conference papers, books, and book Chapters and marks distribution as follow:</p> <ul style="list-style-type: none"> • No. of Publications <p>Quality of publications</p> <p>Ph.D. Student Details</p> <ul style="list-style-type: none"> • No. of students enrolled for Ph.D. degree in the Department during the assessment period • No. of Ph.D. graduated in the Department during the assessment period <p>Development Activities</p> <ul style="list-style-type: none"> • Patents granted during the assessment period • Patents published during the assessment period <p>Working models and prototypes developed during the assessment period</p> <p>Sponsored Research Project Funded research projects from external sources; Cumulative during CAYm1, CAYm2 and CAYm3</p> <ul style="list-style-type: none"> • Amount >20 Lacs – 15 Marks • Amount >16 Lacs and < 20 lacs– 12 Marks • Amount >12 Lacs and < 16 lacs –9 Marks • Amount > 8 Lacs and < 12 lacs –6 Marks • Amount > 4 Lacs and < 8 lacs –3 Marks • Amount > 1 Lacs and < 4 lacs –1 Mark <p>Amount < 1 Lac – 0 Mark.</p>

		<p>Consultancy Work Consultancy work from external sources; Cumulative during CAYm1, CAYm2 and CAYm3</p> <ul style="list-style-type: none"> • Amount >20 Lacs – 15 Marks • Amount >16 Lacs and < 20 lacs–12 Marks • Amount >12 Lacs and < 16 lacs –9 Marks • Amount > 8 Lacs and < 12 lacs –6 Marks • Amount > 4 Lacs and <8 lacs –3 Marks • Amount > 1 Lacs and <4 lacs –1 Mark <p>Amount <1 Lac – 0 Mark.</p>
		<p>Institution Seed Money or Internal Research Grant to its Faculty for Research Work</p> <ul style="list-style-type: none"> • Amount received Institution Seed Money or Internal Research Grants received by faculty members; cumulatively during CAYm1, CAYm2, and CAYm3 Amount > 6 Lacs – 3 Marks Amount > 4 Lacs and < 6 lacs– 2 Marks Amount > 2 Lacs and < 4 lacs – 1 Mark Amount < 1 Lac – 0 Mark <p>Amount utilized</p>
P25	7.1	<p>Adequate and Well-Equipped Laboratories, and Technical Manpower</p> <ul style="list-style-type: none"> • Adequacy and well-equipped laboratories running the program. • Quality of instruments • Utilization of laboratories/workshops <p>Adequate and qualified technical supporting staff in the Department</p>
	7.2	<p>Additional Facilities Created for Improving the Quality of Learning Experience in Laboratories</p> <ul style="list-style-type: none"> • Availability and relevance of additional facilities • Utilization and effectiveness of facilities • Relevance to POs/PSOs
	7.5	<p>Project Laboratory/Research Laboratory /Centre of Excellence</p> <ul style="list-style-type: none"> • Availability of project laboratories/research laboratories • Availability of center of excellence • Utilization of project laboratories/research laboratory /Centre of excellence <p>Relevance to POs/PSOs</p>
P26	7.3	<p>Maintenance of Laboratories and Overall Ambiance</p> <ul style="list-style-type: none"> • Maintenance policy • Corrective & preventive maintenance <p>Overall ambience</p>
	7.4	<p>Safety Measures in Laboratories</p> <ul style="list-style-type: none"> • Basic safety measures: Dos and don'ts, follow the dress code, maintain hygiene, learn emergency protocols, wear appropriate shoes, etc. • Lab-specific safety measures: gloves, safety mats, Miniature Circuit Breaker (MCB), etc..
P27		<ul style="list-style-type: none"> • Evidences of non-teaching staff members along with their appointment letters, degree, skill upgradation, etc.
P28	8.2	<p>Academic Audit and Actions Taken thereof during the Period of Assessment</p>
		<ul style="list-style-type: none"> • Availability of external academic audit process • Plan of action to address the recommendations

		<ul style="list-style-type: none"> Record of actions/corrective measures taken during the assessment period <p>Documentary evidence of academic audit: Assessment criteria, frequency, conduct mechanism, action plan based on audit, implementation, and effectiveness.</p>
	8.3	<p>Improvement in Faculty Qualification/ Contribution</p> <ul style="list-style-type: none"> Improvement in the no. faculty with Ph.D. <ul style="list-style-type: none"> The average no. of faculty members with Ph.D. degree over the past 3 years is more than 60% compared to the required no. of faculty members with Ph.D. The average no. of faculty members with Ph.D. degree over the past 3 years is more than 40% compared to the required no. of faculty members with Ph.D. The average no. of faculty members with Ph.D. degree over the past 3 years is more than 20% compared to the required no. of faculty members with Ph.D. Improvement in the no. of publications in peer reviewed journals Improvement in the no. of publications in conferences

2. Additional files

File Number	File Name	NBA Criteria
A1	Minutes of DAB, PAQIC, BOS Meeting	C1
A2	Minutes of CRC Members Meetings	C2
A3	Circulars – College	C2
A4	Circulars – Department	C2
A5	Vacation Schedules	C2
A6	Industry Institute Interaction - MoUs	C2
A7	Student Mentoring & Counselors / Disciplinary Action / Parent Letters	C2
A8	Central and Departmental Library	C2
A9	Internal and End Exam Time Tables / Class Time Tables	C3 / C2
A10	Survey Formats	C3
A11	Alumni Interaction / Feedback	C3
A12	Internal Evaluation Mark Sheets	C3
A13	Internal and External Examination Duties	C3
A14	External Practical Examinations	C3
A15	Panel of Examiners	C3
A16	Faculty Feedback Analysis	C3
A17	Industrial Visits/Tours	C4
A18	Student Scholarship Details	C4
A19	Student/Faculty Achievements, Awards and Recognitions	C4 / C6
A20	Department Technical Association	C4
A21	Extra-Curricular Activities	C4
A22	Co-Curricular Activities	C4
A23	Minutes of Departmental Staff Meetings	C5
A24	Minutes of Faculty Recruitments	C5
A25	Service Rules	C5
A26	Faculty Continuing Education	C6
A27	Safety Norms and Checks, Emergency Medical Care & First Aid	C7
A28	Outcome of Industrial supported lab	C7
A29	Minutes of HODs Meeting with the Principal	C9
A30	Department Level Budget Proposal, Allocation and Utilization	C9