

Centenary Celebrated Sharnbasveshwar Vidya Vardhaka Sangha's



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Sharnbasva
ಕಲಬುರಗಿ - ೫೮೫ ೧೦೩



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University
Kalaburagi - 585 103



Estd : 2017

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Guidelines for Teaching Learning and Evaluation - 2026

Sharnbasva University
Sharnbasveshwara Institutions Campus
Kalaburagi - 585103 Karnataka, India

<https://suk.edu.in>

ABOUT UNIVERSITY

Sharnbasva University, established in 2017, is the first private multidisciplinary university in the North Karnataka region, offering quality higher education across diverse disciplines including Engineering, Management, Science, Commerce, Architecture, Pharmaceutical Sciences, Humanities, and Social Sciences. Since its inception, the University has remained committed to providing accessible and affordable education while fostering academic excellence, innovation, research, and holistic student development.

The University was founded under the visionary leadership and educational philosophy of Poojya Dr. Sharnbaswappa Appa ji, the Founder Chancellor, whose lifelong commitment to education and social upliftment laid the strong foundation for the institution. Carrying forward this rich legacy, the University is presently led by Poojya Mathoshree Dr. Dakshayini S. Appa as the Chancellor of Sharnbasva University, guiding the institution towards excellence in higher education, research, innovation, and societal transformation.

Rooted in the noble ideals of the Sharnbasaveshwar Vidya Vardhak Sangha, the University is steadily progressing towards becoming a centre of academic excellence and a globally recognized institution of higher learning dedicated to nurturing knowledge, values, leadership, and innovation in Kalyana Karnataka region. With a strong commitment to inclusive and value-based education, the Sangha established the first school exclusively for girls in the region as early as 1934, thereby pioneering women's education and empowering generations of young women through learning.

Continuing this remarkable legacy, the Sangha went on to establish the first exclusive engineering college for women in the entire North Karnataka region and the second such institution in the State of Karnataka. This prestigious institution now functions as one of the constituent colleges of Sharnbasva University, reflecting the University's enduring commitment to women empowerment, academic inclusivity, and societal transformation through education.



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1. Preamble

The Teaching–Learning and Evaluation (TLE) framework at Sharnbasva University is designed to ensure consistency, transparency, and academic rigor in all academic activities. These guidelines establish a structured approach to academic processes through Course Planning, Course Delivery, Course Monitoring, Course Evaluation, and Course Quality Enhancement, enabling effective curriculum implementation and outcome-based education. The document defines clear roles, responsibilities, timelines, and documentation practices for faculty and academic administrators, while emphasizing continuous assessment, student engagement, and quality improvement. This framework aims to ensure the attainment of Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs), in alignment with institutional goals and accreditation requirements.

2. Academic Processes:

There shall be five different processes:

- i) Course Planning
- ii) Course Delivery
- iii) Course Monitoring
- iv) Course Evaluation
- v) Course Quality Enhancement

In all the above processes, the concerned faculty members and the Chairperson of the Department/Dean of the Faculty shall perform their responsibilities in accordance with the prescribed regulations and within the stipulated time frame. All required reports and documentation shall be submitted promptly to the appropriate higher authorities. Any failure to comply with the regulations, delays in submission, or negligence in execution if observed by the higher authorities shall invite appropriate disciplinary action as per institutional norms.



2.1 Course Planning Process

The academic calendar for the semester shall be released by the Registrar at least two weeks before the commencement of the semester, in the approved format (Annexure I).

- A. Based on the scheme of instruction and curriculum provided by the University, before 2-3 week of commencement of semester, the Chairperson of the Department/Dean of the concerned Faculty shall notify the program(s) and courses to be offered in the forthcoming semester and seek the faculty members' preferences for teaching those courses.
- B. All faculty members shall submit their course preferences within 3 days of notification (Annexure II), as follows:
 - a. Minimum 4 choices for Undergraduate courses
 - b. Minimum 3 choices for Postgraduate courses (preferably one in each program)
 - c. Minimum 3 Laboratory courses

The choices shall be submitted in the order of preference based on expertise, experience, and interest from the list provided by the Chairperson/Dean, within 3 days

- C. The Chairperson/Dean shall convene a meeting of all faculty members to discuss and finalize course allotments. Then, allotment letter (Annexure III) and course file formats (Annexure IV) shall then be issued.

The following points shall be considered:

- a. As far as possible, faculty members shall be allotted courses of their preference. If priority choices cannot be accommodated alternatives shall be discussed and resolved collectively.
 - b. Faculty members should be encouraged to teach the same course for at least three to four consecutive offerings to develop expertise.
 - c. Critical courses shall not be assigned to early carrier faculty members.
 - d. University guidelines issued from time to time regarding faculty workload shall be strictly followed.
 - e. A Course Coordinator shall be appointed for common courses. The coordinator shall be responsible for planning, monitoring, and evaluation in coordination with all faculty teaching the same course.
- D. Within 3 days of course allotment, faculty members of similar expertise groups and Course Coordinators shall meet with the Chairperson to review and map:
 - a. Course Outcomes (COs) aligned with Program Outcomes (POs)
 - b. Bloom's Taxonomy level(s) of course delivery.
 - c. Skill development training programs for students.
 - d. Field visits (as per Annexure V guidelines).
 - e. Expert lectures (if required plan for the course).
 - f. Additional topics beyond the approved syllabus.
 - g. Laboratory experiment planning (Annexure VI).
 - h. Project work planning (Annexure VII).



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- i. Required faculty training/orientation for effective course delivery.
 - j. Any other matters related to course planning, delivery, or evaluation.
- E. Immediately after course allotment, the Chairperson/Dean shall initiate timetable preparation in consultation with other Chairpersons/Deans under the supervision of senior faculty. The timetable shall be completed within 5 days (Annexure IX) and displayed for students and faculty.
- F. All faculty members shall prepare the following course planning documents in the prescribed format (Annexure IV):
- a. List of Course Outcomes (COs)
 - b. CO–PO Mapping
 - c. Prerequisites for the Course
 - d. Guidelines for Studying the Course
 - e. Bloom’s Taxonomy level of coverage
 - f. Additional topics/field visits/expert lectures planned
 - g. Target percentage for CO/PO attainment
 - h. Evaluation Plan
 - i. Course Schedule including:
 - i. Total number of teaching hours
 - ii. Proposed start and end dates for each module
 - iii. Dates of assessments (IA-I, IA-II, quizzes, surprise tests, assignments, makeup tests, etc.)
 - iv. Details of field visits/expert lectures
 - v. Details of seminars/presentations
- *Note:** Initially, the Schedule of Instruction shall be prepared only for the first module. Subsequent modules shall be prepared as the previous module concludes.
- The schedule shall include:
- 1. Module split into smaller topics per class
 - 2. Pedagogy/Andragogy
 - 3. Module outcomes
 - 4. Scheduled dates for each topic
 - 5. Necessary references
- G. The entire course planning process shall be monitored at all levels for proper compliance and documentation by:
- a. Registrar
 - b. Dean of the University
 - c. Dean of the Faculty
 - d. Chairperson
 - e. Senior faculty nominated by the Chairperson.



2.2 Course Delivery Process

Though the course delivery is an individual style and methodology cannot be generalized, a few guidelines are provided. However, guidelines related to the documentation shall be strictly adhered to.

- A. On the first day of the course, faculty members shall display/distribute:
 - a. Course Content
 - b. Course Timetable
 - c. Course Plan
 - d. Course Outcomes
 - e. Course Schedule
 - f. Schedule of Instruction for Module I (Schedules for subsequent modules shall be distributed at the end of the previous Module.)
- B. Faculty members shall explain the importance, applications, and expected learning outcomes of the course during the initial classes.
- C. Faculty members shall reach the classroom at least 5 minutes before the scheduled time.
- D. Faculty members shall carry the course plan to the class. Textbooks shall not be carried unless essential.
- E. Each lecture shall begin with:
 - a. A brief review of the previous topic
 - b. An introduction to the current topic along with newspaper updates (Time allocation: 5–7 minutes)
- F. Module outcomes shall be clearly declared after the introduction. (As per the annexure IV(E) to IV(I))
- G. The lecture shall be developed topic-wise as per the course plan, with appropriate explanations, illustrations, teaching aids and AI tools.
- H. Provide a 2-minute pause between topics to:
 - a. Ask recall questions
 - b. Share relevant information
 - c. Engage students in short activities to apply the concept.
- I. Maintain two-way communication to ensure student engagement and participation.
- J. Faculty shall maintain complete control of the class and ensure attentiveness through spontaneous questioning.
- K. The following pedagogical principles shall be followed:



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- a. Teach from Known to Unknown
- b. Teach from Concrete to Abstract
- c. Teach from Simple to Complex
- d. Teach from Particular to General
- e. Teach from Observation to Reasoning
- f. Teach from Whole to Part
- g. Explain the Purpose of Learning before delivery
- h. Focus on the entire class, not just a few students
- i. Make learning enjoyable rather than burdensome
- j. Encourage students to ask questions
- k. Pose topic-related questions during the session
- l. Identify students who have difficulty understanding and provide additional support
- m. Announce the next class topic, references, and expected outcomes
- n. Take attendance at the beginning or end of the lecture (not in between), calling students by name rather than roll number
- o. Distribute any information sheets at the end of the lecture
- p. Do not dictate notes in class
- q. Encourage group discussions
- r. Before beginning the lecture, emphasize discipline, attendance, regularity, values, And motivation.
- s. Avoid discussing personal or unrelated issues during class hours.



2.3 Course Monitoring

Course monitoring shall be conducted to ensure that the course is delivered as per the approved course plan, enabling students to achieve the framed Course Outcomes (COs), which in turn contribute to the attainment of Program Outcomes (POs). Monitoring shall be carried out at appropriate intervals preferable at the end of I, III and V module by the concerned Faculty Member, Peers, Mentors, Chairperson, Dean, and the Vice-Chancellor.

- A. The faculty member shall strictly adhere to the approved course plan. If any deviation is anticipated during the progress of the course, it must be ratified by the Chairperson of the Department/Dean of the Faculty and properly documented in the course plan.
- B. Faculty members are generally expected not to avail leave during the course period. In case of unavoidable circumstances, appropriate alternative arrangements shall be made with prior approval from the Chairperson/Dean.
- C. The Chairperson/Dean or a Senior Faculty Member shall monitor daily classes for proper conduct, at least four times a day. Any deviations observed shall be immediately corrected, and necessary actions shall be taken to prevent recurrence.
- D. The Chairperson/Dean shall meet the concerned faculty members at least once every fortnight to monitor course progress through discussions and verification of documents. Any major deviations identified shall be corrected promptly.
- E. Faculty members shall collect student feedback at least once during the mid-semester, in addition to the course-end feedback. Necessary improvements in course delivery shall be implemented in consultation with the Chairperson/Dean, if required, and recorded in the course file.
- F. Each class shall constitute a Student Quality Circle, comprising:
 - a. Regular students of the class
 - b. All faculty members teaching the class
 - c. The Class Coordinator (one among the faculty teaching the class)
 - d. The coordinator shall conduct a Student Quality Circle Meeting (SQCM) at least once a month to discuss:
 - i. Methods for improving teaching input
 - ii. Enhancements in course delivery
 - iii. Value-added activities
 - iv. Any other issues related to improving the quality of teaching and learning
- G. If major concerns arise during the SQCM, the Chairperson/Dean shall hold separate meetings with the concerned faculty members to identify solutions and ensure quality improvement.



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- H. Faculty members shall be encouraged to propose innovative ideas, tools, and teaching techniques that enhance course delivery, facilitate quicker student comprehension, and promote creativity and analytical thinking.
- I. Students shall also be provided opportunities to suggest new ideas and methods that contribute to improving the teaching-learning process.
- J. Attendance monitoring is a critical component of course monitoring. The following guidelines shall be followed:
 - a. Faculty members shall record attendance for every class, laboratory session, project work, field visit, expert lecture, or academic function.
 - b. If a student is absent for three consecutive days, the matter shall be reported to the student's Mentor. The Mentor shall inform the parents/guardians, interact with them, counsel the student, and record the details in the Mentor Diary.
 - c. Once a week, all Mentors shall prepare an attendance status report, identify absentee students, and submit the report to the Chairperson.
 - d. The Chairperson shall inform the Head of Students' Welfare for necessary parental interaction and further action / Counsellor intervention.
 - e. Monthly attendance details shall be displayed on or before the 5th of the subsequent month. The Class Teacher shall be responsible for compiling and displaying the data.
 - f. The Chairperson shall counsel absentee students at regular intervals to ensure they Maintain minimum of 80% attendance.
 - g. At the end of the semester, the Chairperson may recommend the names of students with 100% attendance for appropriate rewards. Monthly attendance reports shall also be communicated to parents.
 - h. The Chairperson/Dean shall recommend faculty members with consistently high-class attendance and punctuality for recognition and reward.



2.4 Course Evaluation

Course evaluation shall consist of the following two major components:

- Evaluation of student achievement in attaining Course Outcomes (COs) and Program Outcomes (POs) and Program Specific Outcomes (PSO).
- Evaluation of faculty performance in achieving the set targets of Course Outcomes.

A. Student Achievement

Student achievement shall be measured by faculty members through the following modes:

a. Formal Modes

Continuous assessment through:

- i. Assignments
- ii. Seminar presentations
- iii. Other assessment methods conducted during IA-I and IA-II
- iv. Semester End Examination (SEE)

b. Informal Modes

Assessment can be through:

- i. Surprise tests
- ii. Short-notice tests
- iii. Quizzes
- iv. Group discussions
- v. Role plays
- vi. Daily class performance
- vii. Regularity and attendance
- viii. Timely submission of assignments

Evaluation by industry experts/professional society members/mentors (where applicable)

- c. At the end of the semester, the faculty member shall submit a detailed evaluation report of all students to the Chairperson within 5 days of completion of the evaluation process for analysis and approval.
- d. Transparency shall be maintained in all assessments and evaluations. The evaluated scripts/records shall be made available for student scrutiny before final submission.



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- e. At every stage of assessment, the Mentor, Class Teacher, and Chairperson shall keep parents/guardians informed about the performance of their wards and involve them in initiatives aimed at improving student performance.
- f. At the end of the course, faculty members shall collect feedback from students regarding:
 - The overall teaching-learning process
 - Course delivery effectiveness
 - The student's ability to achieve the intended outcomes

B. Faculty Performance Evaluation

- a. Faculty members shall conduct self-evaluation based on:
 - i. Student learning outcomes
 - ii. Student interactions
 - iii. Reflection on course delivery
- b. The Chairperson/Dean shall form peer pairs. Each faculty member shall observe the paired faculty's classes at least five times per semester and provide objective and constructive feedback.
- c. Faculty members shall discuss peer evaluation findings with the Mentor/ Chairperson/ Dean, as required.
- d. The Chairperson/Dean shall evaluate faculty performance by:
 - i. Observing course delivery
 - ii. Informal interaction with students
 - iii. Reviewing Student Quality Circle Meeting (SQCM) inputs
- e. At the end of the course, comprehensive feedback shall be collected by an agency not directly involved in the teaching-learning process. The report shall be submitted to the Chairperson for further discussion with the concerned faculty member.
- f. The Chairperson/Dean shall conduct:
 - i. Final result analysis
 - ii. Course Outcome (CO) attainment analysis
 - iii. Program Outcome (PO) and PSO attainment analysis
 - iv. Action Taken
 - v. BoS
 - vi. Implementation in the next academic year.
- g. All the above components shall be collectively considered for comprehensive course evaluation.



2.5 Course Quality Enhancement

- a. Within 5 days of course completion, all faculty members shall prepare and submit a summary report in the prescribed format (Annexure XI), covering:
 - i. Course planning
 - ii. Course delivery
 - iii. Course monitoring
 - iv. Course evaluation
 - v. Positive aspects
 - vi. Areas for improvement
 - vii. Measures to overcome deficiencies and enhance course quality
- b. Within 5 days of receiving the summary reports, the Chairperson/Dean shall convene a meeting of all faculty members to:
 - i. Discuss measures for improving the quality of the academic process
 - ii. Formulate recommendations for enhancement

The recommendations shall be submitted to the Dean of the Faculty, with a copy to the Dean of the University. The Dean of the University shall forward remarks to the Registrar/Vice-Chancellor.

- c. The Chairperson shall compile all recommendations and submit them to the Registrar/Vice-Chancellor for initiating necessary action. The matter shall be placed before the Board of Studies (BOS) or Academic Council, as applicable.

Specific directives issued thereafter shall be communicated to the faculty members for implementation in the subsequent semester, based on the recommendations of the Board of Studies (BoS) and the Academic Council, depending on the level of directives such as new courses, new programs, or new assessment methods.



Pooja Maheshwari Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Charolur, Sharnbas University, Kalaburagi



Poojya Chiranjeevi Daddappa Appa
7th Mahadasashta Preethadhipati,
Sharnbasveshwar Samasthan



Poojya Dr. Sharnbasveshwar Appa
1st Mahadashta Preethadhipati, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Karnataka, Sharnbas University, Kalaburagi

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Sharnbasva

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University

Kalaburagi-585 103

Karnataka-India

Estd.: 2017



Poojya Daddappa Appa
7th Mahadasashta Preethadhipati,
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Maheshwari Godutal
Daddappa Appa

LIST OF ANNEXURES TO THE ACADEMIC PROCESS REGULATIONS

Sl. No.	Annexures	Particulars
1	ANNEXURE - I	Academic Calendar Format
2	ANNEXURE - II	Course offering sheet
3	ANNEXURE - III	Course Allotment Letter
4	ANNEXURE - IV	Course File and Course File Formats
5	ANNEXURE - V	Guidelines for conducting Field Visits
6	ANNEXURE - VI	Guidelines for Laboratory Experiment Planning
7	ANNEXURE - VII	Guidelines for project work planning
8	ANNEXURE - VIII	Guidelines for planning Industrial Training
9	ANNEXURE - IX	Guidelines for Time Table framing
10	ANNEXURE - X	Guidelines for Assignment Questions
11	ANNEXURE - XI	Student Quality Circle Meeting Format
12	ANNEXURE - XII	Course Completion Summary Sheet
13	ANNEXURE - XIII	Internal Assessment Question paper pattern
14	ANNEXURE - XIV	Rubrics
15	ANNEXURE - XV	Evaluation Sheets



Prof. K. M. S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Prof. Chiranjeevi Daddappa Appa
1st Mahadasaha Preethadhipati,
Sharnbasveshwar Samsthan



Prof. Dr. Sharnbasappa Appa
1st Mahadasaha Preethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Honorary Chancellor, Sharnbasva University, Kalaburagi

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University

Kalaburagi-585 103
Karnataka-India
Estd.: 2017



Prof. Daddappa Appa
7th Mahadasaha Preethadhipati,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Prof. Godutal Daddappa Appa
1st Mahadasaha Preethadhipati,
Sharnbasveshwar Samsthan

Annexure – I

ACADEMIC CALENDAR FORMAT

The academic calendar shall have the specific dates (period) for the following activities:

- ✓ Student Enrolment
- ✓ Commencement of Semester (Faculty members and Students)
- ✓ Course plan preparation
- ✓ Orientation Program for Students
- ✓ Skill Development Program
- ✓ CIE Announcement
- ✓ CIE Marks Submission
- ✓ Student Quality Circle Meeting
- ✓ Feedback to the Parents
- ✓ Industrial Visit
- ✓ Students' Activities
- ✓ Field Visit
- ✓ Special Lecture
- ✓ Quiz / Assignment Release & submission/discussion
- ✓ University Functions
- ✓ Project Report Submission
- ✓ Project Viva
- ✓ Last Working Day
- ✓ SEE Result Declaration
- ✓ SEE result discussion
- ✓ Total Instructional Days
- ✓ Official Holidays

Total Number of instructional days shall comply with the University/UGC/AICTE and norms by such other Statutory Bodies / Authorities.



Pooja Matoshree Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandole, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Daddappa Appa
1st Mahadasasha Preethadhipati,
Sharnbasveshwar Samasthan



Pooja Dr. Sharnbasveshwar Appa
1st Mahadasasha Preethadhipati, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Kandole, Chandole, Sharnbasva University, Kalaburagi

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University

Kalaburagi-585 103
Karnataka-India
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Pooja Daddappa Appa
7th Mahadasasha Preethadhipati,
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Matoshree Godutal
Daddappa Appa

Annexure – II

COURSE OFFERING FORM

FACULTY OF:	ACADEMIC YEAR:
PROGRAMME:	DEPARTMENT:
SEMESTER:	EXPERIENCE:
COURSE TEACHER:	

Sl. No.	Title of the Selected Course	Course Code	Semester	Justification for Choosing the Course
1.				
2.				
3.				
4.				
5.				

Signature of the Faculty



Prof. K. S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbas University, Kalaburagi



Prof. Chiranjeevi Daddappa Appa
1st Mahadasa Prasthadiapati,
Sharnbasveshwar Samsthan



Prof. Dr. Sharnbasappa Appa
1st Mahadasa Prasthadiapati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Founder-Chancellor, Sharnbas University, Kalaburagi

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University

Kalaburagi-585 103

Karnataka-India

Estd.: 2017



Prof. Daddappa Appa
7th Mahadasa Prasthadiapati,
Sharnbasveshwar Samsthan
Founder-President, Sharnbasveshwar
Vidya Vardhaka Sangha



Prof. Madhava Godutal
Daddappa Appa

Annexure – III

COURSE ALLOTMENT FORM

FACULTY OF:	ACADEMIC YEAR:
PROGRAMME:	DEPARTMENT:
SEMESTER:	EXPERIENCE:
COURSE TEACHER:	

As per your choice and subsequent discussions in the Faculty Members meeting of the course allotment, all the faculty members are informed to know that the following Course/Courses & Laboratory Sessions are allotted to you for the forth coming semester:

Sl. No.	Course Teacher:	Title of the Course- 1 with Course Code	Title of the Course – 2 with Course Code	Title of the Lab with Code	Other Responsibilities	Sign
1						
2						
3						
4						

The following documents are attached with this form for the effective course planning and delivery. You may start preparing for the course and submit all the required documents for verification to the undersigned within **FIVE DAYS** of receipt of the Time Table for the course.

- 1) Authenticated copy of the course content (syllabus) & Approved Academic Calendar
- 2) Attendance Register
- 3) Names of the faculty Members who will be associated with the teaching & teacher evaluation process.

Wishing you a very happy and effective course period.

Signature of the Chairperson

Copy to:

1. All the faculty members.
2. Department office copy.
3. The Dean of the faculty for information.
4. The Dean of the University for information.



Prof. Maheshwari Dr. Dakshinamurthy S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandole, Sharnbas University, Kalaburagi



Prof. Chitambari Daddappa Appa
7th Mahadasha Prasthacharya
Sharnbasveshwar Samsthan



Prof. Dr. Sharnbasappa Appa
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Karnataka-Chandole, Sharnbas University, Kalaburagi

ಶರಣಬಸವ
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University

Kalaburagi-585 103

Karnataka-India
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Prof. Daddappa Appa
7th Mahadasha Prasthacharya
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Prof. Maheshwari Dr. Dakshinamurthy S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandole, Sharnbas University, Kalaburagi

Annexure- IV

FACULTY OF:	ACADEMIC YEAR:
PROGRAM:	DEPARTMENT:
SEMESTER:	COURSE WITH CODE:
COURSE TEACHER:	

INDEX OF COURSE FILE

Sl. No.	Contents of Course File
1.	Vision & Mission of University, Faculty and Program
2.	PEO's, PO's & PSO's
3.	Academic Calendar & Calendar of Events
4.	Class Timetable and Personal Timetable
5.	BoS Approved Syllabus copy
6.	Course Outcome (CO) & Program Outcome (PO) mapping and Justification.
7.	Course Plan
8.	Mode of Delivery of Course content & Innovative Teaching Methods used.
9.	Student list approved by Chairperson
10.	I.A- I Timetable
11.	I.A- I Question Paper with CO, Blooms level & their percentage
12.	I.A- I Scheme & Solution
13.	I.A- I Attendance
14.	I.A- I Marksheet
15.	Identification of week students
16.	IA-I Improvement question paper with CO, Blooms level & their percentage
17.	Scheme & Solution for Improvement
18.	Improvement Marks List of IA-I
19.	I.A- II Timetable
20.	I.A- II Question Paper with CO, Blooms level & their %
21.	I.A- II Scheme & Solution



Pooja Mathresh Dr. Deekshapati S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandole, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
7th Mahadasappa Peethadhipati,
Sharnbasveshwar Samsthan



Pooja Dr. Sharnbasappa Appa
1st Mahadasappa Peethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Kandur, Chandole, Sharnbasva University, Kalaburagi

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Pooja Doddappa Appa
7th Mahadasappa Peethadhipati,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Mathresh Godutal
Doddappa Appa

22.	I.A- II Attendance
23.	I.A- II Marksheet
24.	Identification of week students.
25.	IA-II Improvement question paper with CO, Blooms level & their percentage.
26.	Scheme & Solution for Improvement.
27.	Improvement Marks List of IA-II
28.	Assignment Questions and Question Bank (Sample copy -2 or 3 Xerox)
29.	Consolidated CIE Marks Sheet.
30.	Feedback on Teaching and Learning by students & Analysis
31.	University Model / Old Question Papers
32.	Result Analysis
33.	Best and poor student IA Booklet
34.	Attendance Register
35.	Course Exit Survey
36.	Appreciation or Advisory letter if any
37.	CO and PO Attainment.
38.	Course Report.
39.	Student Satisfaction Survey for pre-final and final year students.



Pooja Maheshwari Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandole, Sharnbasveshwar University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
1st Mahadasashta Preethadhipati,
Sharnbasveshwar Samasthan



Pooja Dr. Sharnbasappa Appa
1st Mahadashta Preethadhipati, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Karnate-Chandole, Sharnbasveshwar University, Kalaburagi

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Pooja Doddappa Appa
7th Mahadasashta Preethadhipati,
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Maheshwari Godutal
Doddappa Appa

Annexure-IV(A)

FACULTY OF:	ACADEMIC YEAR:
PROGRAMME:	DEPARTMENT:
PROGRAMME EDUCATIONAL OBJECTIVES AND PROGRAMME OUTCOMES	SEMESTER:

Course Title	
Course Code	
Course Teacher	
Program	
Semester	
Section	
Lecture Hours	
Tutorial Hours	
Practical Hours	
Credits (L-T-P: Total)	
Prerequisite	
Level of Bloom's Taxonomy	Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Creative (Please select appropriate level(s) of course delivery)
Activities Planned	
1) Extra Topic 2) Field Visit 3) Expert Lectures 4) Industry Visits	5) Case Study 6) Role Play 7) Seminar - Presentation etc..
Target set for: 1) Attainment of %of Course Outcome	
2) Attainment of % of Programme Outcome	
Evaluation Plan	
Courses to which this Course is prerequisite course	



Poojya Mahashree Dr. Dakshinamurti S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Poojya Chiranjeevi Daddappa Appa
1st Mahadasashta Preethadhipati,
Sharnbasveshwar Samasthan



Poojya Dr. Sharnbaswappa Appa
1st Mahadashta Preethadhipati, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Founder-Chancellor, Sharnbasva University, Kalaburagi

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Poojya Daddappa Appa
7th Mahadasashta Preethadhipati,
Sharnbasveshwar Samasthan
Founder-President, Sharnbasveshwar
Vidya Vardhaka Sangha



Mahashree Godutal
Daddappa Appa

Annexure-IV(B)

COURSE FILE FORMAT

COURSE TEACHER:	E-mail:
PROGRAM:	DEPARTMENT:
SEMESTER:	SECTION:
COURSE TITLE:	COURSE CODE:
CHAMBER CONSULTATION HOURS:	OFFICE HOURS:

The Department Vision:

The Department Mission:

Course Details:

Course Description:



Pooja Mathresh Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandole, Sharnbasveshwar University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
1st Mahadasaha Preethadhipati,
Sharnbasveshwar Samasthan



Pooja Dr. Sharnbasveshwar Appa
1st Mahadasaha Preethadhipati, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Kandole, Chandole, Sharnbasveshwar University, Kalaburagi

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Pooja Doddappa Appa
7th Mahadasaha Preethadhipati,
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Mathresh Godutal
Doddappa Appa

Guidelines for students to study this course:

a. Course Objectives:

b. Course Outcomes:

After the completion of course, the student will be able to:

CO#	Course Outcomes	PO's	PSOs
CO1			
CO2			
CO3			
CO4			

Knowledge and Attitude Profile (WK) (If applicable)

WK1:

WK2:

WK3:

WK4:

WK5:

WK6:

WK7:

WK8:

WK9:



Pooja Maheshwari Dr. Dakshini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandole, Sharnbasveshwar University, Kalaburagi



Pooja Chiranjeevi Daddappa Appa
1st Mahadasaha Preethadhipati,
Sharnbasveshwar Samsthan



Pooja Dr. Sharnbasveshwar Appa
1st Mahadasaha Preethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Kandur, Chandole, Sharnbasveshwar University, Kalaburagi

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Pooja Daddappa Appa
7th Mahadasaha Preethadhipati,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



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Daddappa Appa

c) Program Outcomes (PO)

Engineering/Science/... Graduates will be able to:

PO1:

PO2:

PO3:

PO4:

PO5:

PO6:

PO7:

PO8:

PO9:

PO10:

PO11:

d) Program Specific Outcomes (PSO)

After the completion of the program, a successful student will be able to:

PSO1:

PSO2:

PSO3:

Mapping of Course Outcomes with program Outcomes

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1														
CO2														
CO3														
CO4														



Pooja Matshree Dr. Dakshini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Duddappa Appa
1st Mahadasaha Preethadhipati,
Sharnbasveshwar Samsthan



Pooja Dr. Sharnbasappa Appa
1st Mahadasaha Preethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Founder-Chancellor, Sharnbasva University, Kalaburagi

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Pooja Duddappa Appa
7th Mahadasaha Preethadhipati,
Sharnbasveshwar Samsthan
Founder-President, Sharnbasveshwar
Vidya Vardhaka Sangha



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Duddappa Appa

e) Pedagogy: (Such as)

- Direct method
- ICT and Digital support
- Collaborative and Cooperative learning
- Differentiated Instruction
- Flipped Classroom
- Case Study
- Literature Survey etc.

f) Suggested Text Books and References:

Text Books:

- 1.
- 2.

Reference Books:

- 1.
- 2.

Journals:

- 1.
- 2.

SWAYAM/NPTEL/MOOCs:

- 1.
- 2.

g) Assignment: (details of the assignment/s)

h) Prerequisites/Pre reading for the course:



Pooja Maheshwari Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandole, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Daddappa Appa
1st Mahadasasha Preethadhipati,
Sharnbasveshwar Samasthan



Pooja Dr. Sharnbasveshwar Appa
1st Mahadasasha Preethadhipati, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Karnataka Chapter, Sharnbasveshwar University

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Pooja Daddappa Appa
7th Mahadasasha Preethadhipati,
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Maheshwari Godutal
Daddappa Appa

Course Completion Summary: (to be filled in as and when the course progresses)

a. Completion Status

Module No.	Planned Date	Completion Date	Remarks

b. Result Analysis: (to be filled in after the IA is conducted)

Exam	Total Strength Appeared	No. of students who scored				Pass %	Action taken for slow learners
		Absent	<40%	40% to 70%	>70%		

c. Slow and Fast Learners in IA-1

Sl. no	USN	Name List	Remedial class dates			
1						
2						
3						

Slow learners		Fast Learners	
No. of Students	Action Taken	No. of Students	Action Taken

d. Slow and Fast Learners in IA-2

Sl. no	USN	Name List	Remedial class dates			
1						
2						
3						

Slow Learners		Fast Learners	
No. of Students	Action Taken	No. of Students	Action Taken



Pooja Matoshree Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Poojya Chiranjeevi Doddappa Appa
1st Mahadasasha Preethadhipati,
Sharnbasveshwar Samasthan



Poojya Dr. Sharnbasappa Appa
1st Mahadasasha Preethadhipati, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Founder-Chancellor, Sharnbasva University, Kalaburagi

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Poojya Doddappa Appa
7th Mahadasasha Preethadhipati,
Sharnbasveshwar Samasthan
Founder-President, Sharnbasveshwar
Vidya Vardhaka Sangha



Matoshree Godutal
Doddappa Appa

e. Assignment for Slow learners and fast learners

f. Remedial measures taken for slow learners and their progress report:

g. Slow learners performance in SEE

Faculty Course Assessment Report

I. Course Assessment:

Course Outcome		Tool/Task	% Score for selected program outcome					
			PO1	PO2	PO3		PSO1	PSO2
CO1								
CO2								
CO3								
CO4								
Aggregate % Score for each selected program outcome								
Outcome Satisfied					Yes/No			

II. Comments:



Pooja Maheshwari Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandole, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Duddappa Appa
1st Mahadasashta Preethadhipati,
Sharnbasveshwar Samasthan



Pooja Dr. Sharnbasveshwar Appa
1st Mahadashta Preethadhipati, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Karnataka-Chandole, Sharnbasva University, Kalaburagi

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Pooja Duddappa Appa
7th Mahadasashta Preethadhipati,
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Maheshwari Godutal
Duddappa Appa

III. Overall Attainment:

Course Outcomes Attainment			Program Outcomes Attainment			Program Specific Attainment		
	Internal	External		Internal	External		Internal	External
CO1:			PO1:			PSO1:		
CO2:			PO2:			PSO2:		
CO3:			PO3:			PSO3:		
CO4:								

CO\PO	PO1	PO2	PO3	PO4	PO5	...	PSO1	PSO2	PSO3
CO1									
CO2									
CO3									
CO4									
Total									
80% of the total (Direct attainment)									
20% Feedback total (Indirect attainment)									
Grand Total (80%+20)									



Pooja Maheshwari Dr. Deekshapati S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandole, Sharnbasveshwar University, Kalaburagi



Pooja Chiranjeevi Daddappa Appa
1st Mahadasashta Preethadhipati,
Sharnbasveshwar Samsthan



Pooja Dr. Sharnbasveshwar Appa
1st Mahadashta Preethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Karnataka Chapter, Sharnbasveshwar University, Kalaburagi

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Pooja Daddappa Appa
7th Mahadasashta Preethadhipati,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Maheshwari Godutal
Daddappa Appa

Annexure – IV(C)

FACULTY OF:	ACADEMIC YEAR:
PROGRAMME:	DEPARTMENT:
COURSE TITLE:	COURSE CODE:
COURSE DESCRIPTION:	SEMESTER:

COURSE PLAN

Course Title			
Course Code		CIE Marks	
Number of Lecture Hrs / Week		SEE Marks	
Total Number of Lecture Hrs		Exam Hours	

FACULTY DETAILS:		
Name:	Designation:	Experience:
No. of times course taught:	Specialization:	

1.0	Course Objectives:
------------	---------------------------

- 1)
- 2)
- 3)
- 4)

2.0	Course Outcomes:
------------	-------------------------

After completing this course, the student will be able to

Sl. No.	Course Outcome
1.	
2.	
3.	
4.	
5.	

3.0	Course Content
------------	-----------------------

Module-1

Module-2

Module-3

Module-4

Module-5



Pooja Matoshree Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
1st Mahadasasha Preethadhipati,
Sharnbasveshwar Samsthan



Pooja Dr. Sharnbasveshwar Appa
1st Mahadasasha Preethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Founder-Chancellor, Sharnbasva University, Kalaburagi

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Pooja Doddappa Appa
7th Mahadasasha Preethadhipati,
Sharnbasveshwar Samsthan
Founder-President, Sharnbasveshwar
Vidya Vardhaka Sangha



Matoshree Godutal
Doddappa Appa

4.0	Books Recommended to Students
Textbooks:	
Reference Books:	
Additional Study material & e-Books	
NPTEL notes and Videos	

5.0	Course Delivery Plan
------------	-----------------------------

Module	Lecture no.	Content of lecture	Planned Date	Executed Date	Remarks



Pooja Matoshree Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Charolur, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
1st Mahadasashta Preethadhipati,
Sharnbasveshwar Samasthan



Pooja Dr. Sharnbasappa Appa
1st Mahadashta Preethadhipati, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Karnataka Chapter, Sharnbasva University, Kalaburagi

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Estd.: 2017



Pooja Doddappa Appa
7th Mahadasashta Preethadhipati,
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Matoshree Godutal
Doddappa Appa

Annexure – IV (D)

FACULTY OF :	
PROGRAMME :	DEPARTMENT:
COURSE TITLE:	COURSE CODE:
ACADEMIC YEAR:	SEMESTER:
COURSE SCHEDULE	

Sl. No	Activity Description	Duration (Date)		Total No. of Periods
		From	To	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

1. Total No of Lectures: -

2. Expert Lecture if Any: -

3. Field Visit if Any: -

Note: Evidence in the form of Photos to be attached.



Pooja Maheshwari Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandoli, Sharnbas University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
1st Mahadasashta Preethadhipati,
Sharnbasveshwar Samsthan



Pooja Dr. Sharnbasappa Appa
1st Mahadashta Preethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Karnataka Chapter, Sharnbas University, Kalaburagi

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Pooja Doddappa Appa
7th Mahadasashta Preethadhipati,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Maheshwari Godutal
Doddappa Appa

Annexure – IV(J)

FACULTY OF:	
PROGRAMME:	DEPARTMENT:
COURSE TITLE:	COURSE CODE:
ACADEMIC YEAR:	SEMESTER:
ASSIGNMENTS / SEMINARS	

Sl. No	Date of Announcement	Date of Submission / Presentation	Particulars of Assignment / Seminar	CO	PO	Marks / grade	Weightage

MODULE TEST/ MIDTERM / OPEN BOOK TEST/ SURPRISE TEST / FINAL TEST

Sl. No	Date of Test	Type of Test	Syllabus Topics / Modules	Marks / grades	Weightage	CO	PO	No. of Questions	Duration



Pooja Maheshwari Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandoli, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Daddappa Appa
1st Mahadasashta Preethadhipati,
Sharnbasveshwar Samsthan



Pooja Dr. Sharnbasappa Appa
1st Mahadashta Preethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Karnataka Chapter, Sharnbasva University, Kalaburagi

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Pooja Daddappa Appa
7th Mahadasashta Preethadhipati,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Maheshwari Godutal
Daddappa Appa

Annexure – IV(L)

FACULTY OF:	
PROGRAMME:	DEPARTMENT:
COURSE TITLE:	COURSE CODE:
ACADEMIC YEAR:	SEMESTER:
COURSE COMPLETION STATUS	

Sl. No	Module	Planned Date	Completion Date	Remarks

Recommendations:

- 1) _____
- 2) _____
- 3) _____
- 4) _____



Pojya Maheshwari Dr. Dakshinamurti S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandoli, Sharnbas University, Kalaburagi



Pojya Chintamani Daddappa Appa
1st Mahadasha Preethadhipati,
Sharnbasveshwar Samsthan



Pojya Dr. Sharnbasappa Appa
1st Mahadasha Preethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Karnataka-Chandoli, Sharnbas University, Kalaburagi

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University

Kalaburagi-585 103

Karnataka-India
Estd.: 2017



Pojya Daddappa Appa
7th Mahadasha Preethadhipati,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Maheshwari Godutal
Daddappa Appa

Annexure – IV(M)

FEEDBACK FROM STUDENTS ON TEACHER (THEORY SUBJECTS)

FACULTY OF:	
PROGRAMME:	DEPARTMENT:
ACADEMIC YEAR:	SEMESTER:
USN:	
Note: Excellent-03, Good – 02, Poor-01	

Sl. No	Statements Defining Effectiveness in Teaching	COURSE WITH CODE							
1.	Course Outcomes are clearly explained								
2.	The teacher communicates clearly								
3.	Teaching is aligned to Course								
4.	The pace of coverage of topics is comfortable								
5.	The teacher encourages questions, participation and discussions in the class								
6.	The teacher discusses topics in details and wherever necessary examples are worked out well								
7.	The teacher relates the course material with real world situations								
8.	The teacher inspires me by his/her knowledge in the subject.								
9.	The teacher discusses beyond syllabus topics and also advises on personality development.								
10.	The teacher stresses on time management and discipline								
11.	Teacher uses modern teaching aides and innovative methods as and when required								
12.	Periodical assessment were conducted as per schedule								
13.	Question paper covers all the topics in the curriculum								
14.	The teacher was fair unbiased in the evaluation process								

Sl.No.	Course with Code	Staff Handled
1.		
2.		
3.		
4.		
5.		



Pooja Maheshwari Dr. Daddappa S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Charolur, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Daddappa Appa
1st Mahadasha Peethadhipati,
Sharnbasveshwar Samsthan



Pooja Dr. Sharnbasveshwar Appa
1st Mahadasha Peethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Karnataka Chapter, Sharnbasva University, Kalaburagi

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University

Kalaburagi-585 103

Karnataka-India
Estd.: 2017



Pooja Daddappa Appa
7th Mahadasha Peethadhipati,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Maheshwari Godutal
Daddappa Appa

Annexure – IV(N)

FEEDBACK FROM STUDENTS ON LABORATORY

FACULTY OF:	
PROGRAMME:	DEPARTMENT:
ACADEMIC YEAR:	SEMESTER:
USN:	

FEEDBACK FROM STUDENTS ON LABORATORY				
Academic Year		:		
Faculty of		:		
Program		:		
Semester		:		
USN		:		
Sl.No.	Statements Defining Effectiveness in Teaching	Course with Code		
1	Students are guided properly in conducting the experiments through well-defined set of instructions or demonstrations.			
2	Students are explained about the theory concepts related to laboratory			
3	Continuous Evaluation and Regular checking of journals/Lab records was carried out			
4	Conduct of experiments and explanation given lead to realize course outcome			
5	The Teacher/Instructor is available in the laboratory for the whole duration of practical			
6	Lab Manuals are made available to students			
7	System / Equipment's and other accessories are well maintained			
8	Safety measure made are available in the labs and students are well informed about them.			
Any of the Valid Suggestions:				
NOTE: Ratings- Excellent-3, Good - 2, Poor-1.				
Thank you very much for your feedback that will help us prioritize and improve our facilities/services towards good experience at Sharnbasva University for your fellow students' friends.				

Sl.No.	Subjects With Code	Staff Handled
1		
2		
3		



Prof. Maheshwari Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandole, Sharnbas University, Kalaburagi



Prof. Chiranjeevi Daddappa Appa
7th Mahadasasha Peethadhipati,
Sharnbasveshwar Samsthan



Prof. Dr. Sharnbasveshwar Appa
1st Mahadasasha Peethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Karnataka Chapter, Sharnbas University, Kalaburagi

ಶರಣಬಸವ
Sharnbasva

ಕಲಬುರಗಿ-585 103

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University

Kalaburagi-585 103

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Estd.: 2017



Prof. Daddappa Appa
7th Mahadasasha Peethadhipati,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Prof. Maheshwari Godutal
Daddappa Appa

Annexure – IV(O)

FEEDBACK FROM STUDENTS ON INTERSHIP AND PROJECT

FACULTY OF:	
PROGRAMME:	DEPARTMENT:
ACADEMIC YEAR:	SEMESTER:
USN:	

Course : Internship

Course Code :

Duration & Title of the Internship: _____

Course : Major Project

Course Code :

Title of the project: _____

Feedback		Excellent (03)	Good (02)	Poor (01)
Feedback on Internship				
1	The tasks given are related to the courses that I have learnt in the program.			
2	The training has prepared me well to work in the industry environment in terms of skills and techniques.			
3	The overall academic learning in the Program had helped me to go through industrial training.			
Feedback on project				
4	Fundamentals studied in the curriculum helped me to carryout project work			
5	Practical knowledge of the courses enhanced the quality of project.			
6	Project helped me to connect course knowledge to latest trends in technology.			

Name:

USN:

Signature:

Please tick (✓) where applicable on Likert scale with 1 to 3, 1 being the **lowest** levels of the Likert scale and 3 being the **highest** levels of Likert scale.



Pooja Matoshree Dr. Dakshajini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doodappa Appa
V. Mahadevaswami Prasadacharya
Sharnbasveshwar Samasthan



Pooja Dr. Sharnbaswappa Appa
P. Mahadevaswami Prasadacharya
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Honorary Chancellor, Sharnbasva University, Kalaburagi

ಶರಣಬಸವ
Sharnbasva

ಕಲಬುರಗಿ-585 103
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University

Kalaburagi-585 103
Karnataka-India
Estd.: 2017



Pooja Doodappa Appa
V. Mahadevaswami Prasadacharya
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Matoshree Godutai
Doodappa Appa

Annexure – IV(P)

FACULTY OF:	
PROGRAMME:	DEPARTMENT:
ACADEMIC YEAR:	SEMESTER:
SALIENT POINTS ABOUT STUDENTS FEEDBACK	

Strong points:

1

2

3

4

5

6

7

8

Week points:

1

2

3

4

5

Suggestions for the improvement:

1

2

3

4

5

Signature



Pooja Matoshree Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
V. Mahadevaswami Prasadacharya
Sharnbasveshwar Samasthan



Pooja Dr. Sharnbaswappa Appa
F. Mahadevaswami Prasadacharya
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Honorary Chancellor, Sharnbasva University, Kalaburagi

ಶರಣಬಸವ
Sharnbasva

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University

Kalaburagi-585 103
Karnataka-India
Estd.: 2017



Pooja Doddappa Appa
V. Mahadevaswami Prasadacharya
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Matoshree Godutai
Doddappa Appa

Annexure – IV(Q)

FACULTY OF:	
PROGRAMME:	DEPARTMENT:
COURSE TITLE:	COURSE CODE:
ACADEMIC YEAR:	SEMESTER:
MODULE NO:	DATE:

MODULE PLAN
TITLE OF MODULE:

I. Review of Previous Module:

II. Introduction:

III. Out Comes of the Module: - On Completion of this lecture the student shall be able to: -

- 1)
- 2)
- 3)
- 4)

IV. Information



Pooja Matoshree Dr. Dakshajini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Charoloti, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
1st Mahadasha, Preethachigudi,
Sharnbasveshwar Samsthan



Pooja Dr. Sharnbaswappa Appa
1st Mahadasha, Jethalgar, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Boarder, Charoloti, Sharnbasva University, Kalaburagi

ಶರಣಬಸವ
Sharnbasva

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ವಿಶ್ವವಿದ್ಯಾಲಯ
University

Kalaburagi-585 103
Karnataka-India
Estd.: 2017



Pooja Doddappa Appa
7th Mahadasha, Preethachigudi,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



**Matoshree Godutai
Doddappa Appa**

V. Summary

VI. Questions /Assignment:

VII. Next Module Topic& Outcomes:



Pooja Matoshree Dr. Dakshini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Charoloti, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
V. Mahadevaswami, Peshawar Road,
Sharnbasveshwar Samsthan



Pooja Dr. Sharnbasappa Appa
P. Mahadevaswami, Peshawar Road,
Sharnbasveshwar Samsthan

ಶರಣಬಸವ
Sharnbasva

ಕಲಬುರಗಿ-585 103

ಕರ್ನಾಟಕ-ಭಾರತ
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ವಿಶ್ವವಿದ್ಯಾಲಯ
University

Kalaburagi-585 103

Karnataka-India
Estd.: 2017



Pooja Doddappa Appa
V. Mahadevaswami, Peshawar Road,
Sharnbasveshwar Samsthan



Matoshree Godutai
Doddappa Appa
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha

Annexure -V

Conducting Field Visits

The purpose of organizing field visits for students is to enhance their practical understanding of subjects taught in lectures and laboratories. The following guidelines shall be followed for planning, execution, and reporting of any field visit:

- A. The concerned faculty member or group of faculty members shall identify and list the proposed field visits for the forthcoming semester. These shall be approved by the respective Chairperson/Dean during the course planning stage.
- B. The concerned faculty member shall obtain necessary permissions well in advance from the appropriate authorities regarding:
 - a. Date and time of the visit
 - b. List of students attending
 - c. Faculty members accompanying the students
- C. Prior to the student visit, the faculty member planning the visit shall conduct a preliminary visit to the site (preferably along with other faculty members) to:
 - a. Understand the nature and functioning of the organization/site
 - b. Assess its relevance to the specific course/program
 - c. Identify important aspects to be shown and explained to students
- D. After the preliminary visit, the faculty member shall prepare a brief write-up including:
 - a. Name of the site to be visited
 - b. Objectives of the proposed visit
 - c. Primary functions carried out at the site
 - d. Key aspects to be observed/discussed by students
 - e. Scheduled date of the visit
 - f. Date for submission of the field visit report
 - g. Evaluation scheme for the report
- E. The faculty member shall plan and arrange all required logistical support (transport, permissions, safety measures, etc.) well in advance.
- F. The faculty member shall ensure that group insurance coverage is mandatorily obtained for all participants undertaking outstation visits prior to the commencement of travel.



Pooja Matoshree Dr. Dakshajini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Charoloti, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
V. Mahadevaswami Peruchudipatti
Sharnbasveshwar Samasthan



Pooja Dr. Sharnbaswappa Appa
F. Mahadevaswami Peruchudipatti
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Kardar Charoloti, Sharnbasva University, Kalaburagi

ಶರಣಬಸವ
Sharnbasva

ಕಲಬುರಗಿ-585 103
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University

Kalaburagi-585 103
Karnataka-India
Estd.: 2017



Pooja Doddappa Appa
V. Mahadevaswami Peruchudipatti
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Matoshree Godutai
Doddappa Appa

G. The scheduled date of the visit shall be included in:

- The Course Schedule
- The Schedule of Instruction

Additionally, the visit shall be formally announced at least three days in advance, and the prepared write-up shall be displayed for students.

H. On the day of the visit, the faculty member shall brief the students regarding:

- The purpose of the visit
- Important aspects to be observed
- Relevant questions to be asked during the interaction

I. During the visit, the faculty member shall introduce the purpose of the visit to the concerned official at the organization and request them to focus on relevant aspects while addressing the students.

J. The visit shall be organized in smaller groups to ensure effective interaction and avoid overcrowding.

K. Students shall be encouraged to maintain a diary during the visit and take systematic notes.

L. The diary notes shall be used for preparing the field visit report.

M. Students shall submit the field visit report within five days of the visit. The faculty member shall evaluate the report as per the predefined evaluation scheme.

N. Program Outcome (PO) mapping shall be prepared for the field visit activity to assess its contribution toward attainment of program outcomes

Note: For Field visit assessment refer to the (Annexure- XIV) containing the sample rubrics and for evaluation refer (Annexure-XV).



Pooja Mathshree Dr. Dakshini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Charoloti, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Daddappa Appa
V. Mahadevaswami Prasadacharya
Sharnbasveshwar Samsthan



Pooja Dr. Sharnbasappa Appa
P. Mahadevaswami Prasadacharya
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Karnataka-India

ಶರಣಬಸವ
Sharnbasva
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University
Kalaburagi-585 103
Karnataka-India
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Pooja Daddappa Appa
V. Mahadevaswami Prasadacharya
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Mathshree Godutai
Daddappa Appa

Annexure - VI

Planning and Execution of Laboratory Sessions

In Engineering and Science programs, the laboratory component plays a vital role in skill transfer and practical competency development among students. Therefore, detailed and systematic planning and execution of laboratory session is essential. The following general guidelines shall be followed:

A. Within three days of course allotment, the Chairperson/Dean, along with all faculty members of the department, shall:

- Define the Laboratory Outcomes
- Inspect all laboratories for adequacy, safety, and proper functioning

Faculty members shall:

- Map Laboratory Outcomes with Program Outcomes (POs)
- Design the list of laboratory experiments (including multiple challenge experiments) as per the approved syllabus
- Submit laboratory requirements to the Chairperson/Dean within three days of course allotment

B. The concerned faculty member(s) shall perform all listed experiments and record standard results (reference values) within seven days of course allotment. These results shall be used by students for comparison and validation.

C. Faculty members shall prepare or revise laboratory manuals and arrange for printing well in advance. The manuals shall be ready for distribution at the commencement of laboratory classes.

D. Faculty members shall prepare a detailed laboratory schedule indicating:

- Proposed dates for conducting each experiment
- Batch-wise allocation of experiments

The schedule shall be displayed on the laboratory notice board and communicated to students before the commencement of the course.

E. The Faculty Member and Laboratory Instructor/Assistant shall ensure proper laboratory maintenance, calibration, and readiness at least three days before the start of the course.

F. During the initial laboratory sessions, faculty members shall explain and demonstrate:

- Objectives of the laboratory
- Relevance of experiments to industry/field applications
- Procedure for conducting experiments



Pooja Matoshree Dr. Sakshini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
V. Mahadevaswami Prasadacharya
Sharnbasveshwar Samsthan



Pooja Dr. Sharnbasappa Appa
F. Mahadevaswami Prasadacharya
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Honorary Chancellor, Sharnbasva University, Kalaburagi

ಶರಣಬಸವ
Sharnbasva

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ವಿಶ್ವವಿದ್ಯಾಲಯ
University

Kalaburagi-585 103

Karnataka-India
Estd.: 2017



Pooja Doddappa Appa
V. Mahadevaswami Prasadacharya
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Matoshree Godutai
Doddappa Appa

- d. Required calculations/computations/flowcharts/algorithms
 - e. Evaluation methods and challenge levels
 - f. Safety measures and precautions
- G. At the beginning of each laboratory session, faculty members shall spend at least 10 minutes explaining or reviewing the relevant theoretical background of the experiment.
 - H. Special attention shall be given to students who are weak in theory. Faculty members shall provide the necessary theoretical support before allowing them to perform the experiment.
 - I. All students shall initially perform the first challenge experiment. Students who complete it satisfactorily shall be permitted to attempt the second challenge experiment.
 - J. Throughout the laboratory session, both faculty members and laboratory assistants shall:
 - a. Visit all workstations
 - b. Provide necessary guidance and clarifications
 - c. Ensure adherence to safety practices
 - d. Emphasize relevant national and international standards
 - K. After obtaining results, students shall participate in group discussions to analyse and interpret the outcomes.

Note: This activity is essential for developing teamwork, analytical skills, and communication abilities, which are particularly valuable during placements and professional practice.
 - L. Faculty members shall evaluate each experiment and award marks on the same day before students leave the session.
 - M. At the end of the laboratory course, the faculty member shall conduct final evaluation, ascertain the attainment of laboratory outcomes, and document the same.
 - N. The Chairperson/Dean shall visit laboratory sessions at least twice a week to monitor the progress and quality of laboratory activities.
 - O. The Chairperson/Dean shall meet students of each batch at least three times during the semester to:
 - a. Review the quality of laboratory instruction
 - b. Obtain student feedback and suggestions
 - c. Instruct faculty members to incorporate feasible improvements

Note: For Practical CIE and SEE assessment refer to the (Annexure-XIV) containing the sample rubrics and for evaluation refer (Annexure-XV).



Pojya Matoshree Dr. Dakshajini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Charoloti, Sharnbaswa University, Kalaburagi



Pojya Chiranjeevi Doddappa Appa
V. Mahadevaswami Peruvudikoppa
Sharnbasveshwar Samasthan



Pojya Dr. Sharnbaswappa Appa
P. Mahadevaswami Peruvudikoppa
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Kardar Charoloti, Sharnbaswa University, Kalaburagi

ಶರಣಬಸವ
Sharnbasva

ಕಲಬುರಗಿ-585 103

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University

Kalaburagi-585 103

Karnataka-India

Estd.: 2017



Pojya Doddappa Appa
V. Mahadevaswami Peruvudikoppa
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Matoshree Godutai
Doddappa Appa

Annexure-VII

Project Work Planning, Execution and Evaluation

A. Constitution of Project Governance Structure

- The Chairperson/Dean shall appoint a **Project Coordinator** (senior faculty member) for a minimum period of three academic year.
- A **Project Evaluation Committee (PEC)** shall be constituted under the direction of the Chairperson. The PEC shall consist of senior faculty members and the Project Coordinator to oversee identification, monitoring, and evaluation of project work. The guide will not be an examiner for his/her own batch.
- The Chairperson/Dean shall supervise the overall implementation of project activities and review progress periodically through faculty and student feedback (at least once a month).

B. Identification of Project Themes and Application Areas

- Before the commencement of the semester (preferably before pre-final year examinations), the Chairperson/Dean, in consultation with faculty members, BOS members, and industry experts, shall finalize broad **application areas/themes** for project work.
- The PEC, in consultation with guides, shall prepare theme-wise project domains (e.g., core and interdisciplinary areas).
- A list of projects completed in the previous academic year along with the approved themes shall be displayed for student reference.
- Project topics must align with Program Outcomes (POs) and Program-Specific Outcomes (PSOs), and each project shall be mapped to relevant POs and PSOs to ensure attainment of program objectives.

C. Faculty Specialization and Guide Availability

- The Project Coordinator shall allocate students in consultation with the Chairperson, based on faculty specializations and the number of project batches each faculty member is assigned to supervise, within the approved themes.
- After approval from the Chairperson of the Department/Dean of the concerned Faculty, the list of available guides along with their specialization shall be published before the end of pre-final year classes.
- Generally, each faculty member shall guide a minimum of four projects. In special cases, two faculty members may jointly guide a single project.
- Provision may be made for an external guide from industry or another institution; however, an internal faculty guide shall be mandatory in such cases.



Pooja Matoshree Dr. Sakshini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Charoloti, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doodappa Appa
V. Mahadevaswami Perumalappan,
Sharnbasveshwar Samasthan



Pooja Dr. Sharnbasappa Appa
F. Mahadevaswami Perumalappan,
former President, Sharnbasveshwar Vidya Vardhaka Sangha
Karnataka Charoloti, Sharnbasva University, Kalaburagi

ಶರಣಬಸವ
Sharnbasva

ಕಲಬುರಗಿ-585 103

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ವಿಶ್ವವಿದ್ಯಾಲಯ
University

Kalaburagi-585 103

Karnataka-India
Estd.: 2017



Pooja Doodappa Appa
V. Mahadevaswami Perumalappan,
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Matoshree Godutai
Doodappa Appa

D. Formation of Project Groups

- Students shall form project groups consisting of **3 to 5 members** (2 to 4 members where specified by program norms). Single-student projects may be permitted only under exceptional circumstances with approval.
- The Project Coordinator shall prepare a list of students based on their academic performance, measured by CGPA/SGPA. Students will be categorized into groups, such as the top 15–20 performers in the first category, the next 15–20 in the second category, and so on, depending on the overall class strength. Students will then be instructed to select one member from each category to form a new project group
- The finalized list of project groups and guide allotments shall be displayed on the notice board, and students shall immediately meet their assigned guides.

E. Project Proposal Finalization

- Each group, in consultation with the guide, shall finalize the proposal:
 - Project Title
 - Review of Literature, Research Gap
 - Objectives
 - Methodology
 - Expected Outcomes
 - Plan for conference presentation/Article publication (either one is mandatory).
- The approved topic shall be submitted to the Project Coordinator in the prescribed format.

F. Project Work Schedule

The Project Coordinator shall prepare and display a comprehensive schedule including:

- Dates for student–guide meetings.
- Submission dates for proposal, Proposal presentation, Review of literature, data collection.
- Presentation schedules before guides and faculty
- Mid- Semester evaluation dates and synopsis submission
- Final report submission date
- Rehearsal presentation dates (15 days prior to final evaluation, mandatory for final and pre-final year students)
- Project Viva

All students shall be informed of important dates well in advance.



Pooja Matoshree Dr. Dakshini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
V. Mahadevaswami Perumaligal, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Honorary Chancellor, Sharnbasva University, Kalaburagi



Pooja Dr. Sharnbaswappa Appa
F. Mahadevaswami Perumaligal, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Honorary Chancellor, Sharnbasva University, Kalaburagi

ಶರಣಬಸವ
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ವಿಶ್ವವಿದ್ಯಾಲಯ
University

Kalaburagi-585 103
Karnataka-India
Estd.: 2017



Pooja Doddappa Appa
V. Mahadevaswami Perumaligal, Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar Vidya Vardhaka Sangha



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G. Phases of Project Execution

Guides shall mentor and monitor students through the following structured phases, recording progress in the prescribed Project Diary and Guide Diary:

- Title Finalization
- Literature Survey and Objective
- Problem Formulation / Methodology
- Data Collection and Compilation
- Problem Solving/Design & Implementation
- Result Analysis and Inference
- Report Writing and Submission
- Pre-final Rehearsal and Final Evaluation project viva

Guides shall evaluate performance in each phase and provide continuous feedback to students.

Note: Project phase I will be complete from (a-c) steps and project phase II will continue from (d-h) steps.

H. Monitoring and Quality Assurance

- The Chairperson/Dean shall monitor project progress at all stages.
- The Director (or representative) may attend selected presentations to identify projects with potential for research, publication, or funding.
- The Director shall attend selected presentations to ensure relevance, quality, and compliance with academic standards.

I. Evaluation Process

- Mid-year evaluations shall be conducted as per the schedule.
- The final evaluation shall be conducted by a panel of at least three members, including one external expert from industry.
- Evaluation shall consider technical content, innovation, methodology, implementation, documentation quality, presentation skills, and contribution toward attainment of POs and PSOs.

J. Documentation and Reporting

- After completion of evaluations, guides shall submit a comprehensive report including:
 - Project Diary



Pooja Matoshree Dr. Dakshini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
V. Mahadevaswami Prasadacharya
Sharnbasveshwar Samasthan



Pooja Dr. Sharnbaswappa Appa
P. Mahadevaswami Prasadacharya, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Honorary Chancellor, Sharnbasva University, Kalaburagi

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V. Mahadevaswami Prasadacharya,
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



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Doddappa Appa

- Guide Diary
- Assessment records

- b. The Project Coordinator shall present a consolidated report in the faculty meeting.
- c. Any shortcomings observed shall be documented along with corrective measures for future implementation.

K. Recognition and Best Project Selection

- a. The Chairperson/Dean, Project Coordinator, and Director (or representative) shall identify and recommend the **Best Project(s) of the Year** for awards.
- b. Selected outstanding projects shall be displayed in the Faculty Project Exhibition Laboratory and may be recommended for publication, patents, incubation, or funding support.

L. Quality of Student Projects

The major project represents the culmination of theoretical and laboratory learning and is expected to:

- a. Demonstrate interdisciplinary integration.
- b. Address realistic design constraints and practical challenges.
- c. Exhibit innovation, analytical rigor, and problem-solving capability.
- d. Reflect comprehensive attainment of Program Outcomes (POs) and Program-Specific Outcomes (PSOs).

Note: For Project assessment refer to the (**Annexure- XIV**) containing the sample rubrics. and for evaluation refer (**Annexure-XV**)



Pooja Matoshree Dr. Dakshini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Charoloti, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
V. Mahadevaswami Perumalappan,
Sharnbasveshwar Samasthan



Pooja Dr. Sharnbaswappa Appa
V. Mahadevaswami Perumalappan,
Sharnbasveshwar Samasthan

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Pooja Doddappa Appa
V. Mahadevaswami Perumalappan,
Sharnbasveshwar Samasthan



Matoshree Godutai
Doddappa Appa
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha

Annexure-VIII

Planning Industrial Training

- Industrial training shall be planned and implemented per program with a minimum duration of 5 days preferably during vacations.
- The list of industries shall be considered for training shall be identified by each department in accordance with the program and shall be submitted to the Head-Industry-Institute –Interaction.
- All the faculty members, Chairperson of the department/Dean of the faculty shall try to establish the contact with the required number of industries apart from the contact established by the Chairperson.
- On obtaining the requisite permission from the specific industry, a few faculty members of the faculty shall visit the industry and consult with the concerned person to decide about the specific input the students should get during the training program.
- The students shall be briefed about the industry and the expected learning and experience from the training and also how does that help in achieving some of the Programme outcomes. The daily diary to be maintained by the students is distributed and explained about its usage and importance.
- During the training process the concerned faculty Members shall be in touch with the students and the training personnel for monitoring the progress.
- Student has to produce certificate from Industry regarding completion of training (To be issued from Industry personnel).
- At the end of the training the students shall be informed to submit the comprehensive report of the training in the prescribed format of the Faculty and submit for evaluation.
- At an appropriate time during the semester a viva is conducted to all the students by the concerned faculty member with a team of evaluators.
- All the successful students shall be issued a certificate of training.
- Reflect comprehensive attainment of Program Outcomes (POs) and Program-Specific Outcomes (PSOs).

Note: For Internship assessment refer to the (Annexure- XIV) containing the sample rubrics and for evaluation refer (Annexure-XV)



Pooja Matoshree Dr. Dakshajini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
V. Mahadevaswami Perumalappan,
Sharnbasveshwar Samasthan



Pooja Dr. Sharnbaswappa Appa
F. Mahadevaswami Perumalappan,
former President, Sharnbasveshwar Vidya Vardhaka Sangha
Honorary Chancellor, Sharnbasva University, Kalaburagi

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Pooja Doddappa Appa
V. Mahadevaswami Perumalappan,
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Matoshree Godutai
Doddappa Appa

Annexure - IX

Time Table Framing

- The Chairperson of the Department/Dean of the Faculty shall identify two timetable coordinators among the faculty members.
 - The chairperson of the department shall identify one of the coordinator as a time table in-charge to co-ordinate the process of time table formation 10 days before the beginning of the forthcoming semester.
 - In the first meeting the Slot exchange between Faculties for various laboratory sessions shall be first decided by the concerned coordinators and then proceed for the preparation of the time table by the respective department coordinators within a day after the meeting.
 - The Time table in-charge shall call the second meeting within next 2 days and finalize the entire time table and circulate the same to all the faculty members with a note to bring possible corrections if any within a day.
 - After the necessary corrections the final timetable is released by the Chairperson/Dean within a day. Final version of Time Tables is circulated amongst Faculties and a copy is sent to the Hon'ble Vice-Chancellor, Registrar, Director, Registrar (Evaluation), Dean of the University, the library, Training & Placement Cell.
 - The following Rules shall be followed while formulating the time table:
 - Chairperson of the Department/Dean of the Faculty shall not have first lecture.
 - No faculty member shall have two lectures back-to-back.
 - No immediate lecture after lab for a faculty and vice-versa.
 - No full day engagement for a faculty.
 - Preferably labs should be allotted in second half.
 - Varying lecture duration (50 min.'s and 90 min.'s format) where ever necessary.
 - Sunday second half will be the mentor- mentee meeting will be held.
- Time Table Format Enclosed



Pooja Matoshree Dr. Sakshini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Charoloti, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
V. Mahadevaswami Peruchudipatti,
Sharnbasveshwar Samasthan



Pooja Dr. Sharnbaswappa Appa
P. Mahadevaswami Peruchudipatti,
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Karnataka-India

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Pooja Doddappa Appa
V. Mahadevaswami Peruchudipatti,
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Matoshree Godutai
Doddappa Appa

Annexure - X

ASSIGNMENT QUESTIONS

- Every assignment shall be mapped to the relevant Course Outcomes (COs).
- Each assignment question shall be tagged with the appropriate Bloom's Taxonomy level (L1-L6).
- Assignment questions shall include a balanced mix of cognitive levels, with emphasis on higher-order learning.
- Recall-based questions (L1-L2) such as define, list, and short notes shall be limited and shall not dominate the assignment.
- At least 60% of the total assignment marks shall be from Bloom's Levels L3 to L6 (*Apply, Analyse, Evaluate, Create*).
- At least one question in every assignment shall assess higher-order thinking skills (L4-L6), wherever applicable.
- Assignment questions shall be application-oriented, analytical, problem-solving, case-based, and industry-relevant, especially in professional and technical programs.
- Each assignment shall have a clear marking scheme / rubric for uniform and objective evaluation.
- Assignment performance shall be used as a direct assessment tool for CO attainment under OBE, and question-wise analysis shall be carried out.
- Assignment records shall be maintained with question paper, CO mapping, Bloom's level mapping, evaluated scripts, and attainment analysis for NBA documentation.

Note: For assessment refer to the (Annexure- XIV) containing the sample rubrics.



Poojya Matsuresh Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Poojya Chiranjeevi Doddappa Appa
V. Mahadevacharya Postgraduate,
Sharnbasveshwar Samasthan



Poojya Dr. Sharnbasappa Appa
B. Mahadevacharya Postgraduate,
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Honorary Chancellor, Sharnbasva University, Kalaburagi

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Karnataka-India
Estd.: 2017



Poojya Doddappa Appa
V. Mahadevacharya Postgraduate,
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Matsuresh Godutai
Doddappa Appa

Faculty of:

Programme:

AY:20 - 20

Semester:

TIMETABLE

Semester:	Class Strength:			Room No.:		W.E.F:			
Time Day	10:00 - 10:55AM	11:00AM-12:00PM	Short Break: 12:00 - 12:15 PM	12:15 - 1:15PM	Lunch Break: 1:15 – 2:00 PM	2:00 - 2:55PM	3:00 - 3:55PM	4:05 - 5:00PM	
Tuesday									
Wednesday									
Thursday									
Friday									
Saturday									
Sunday									
								Tutorials	Library

Course Details			Faculty Details
Course Code	Course Title	Course Acronym	Course Teaching staff

Note: Proposed Meeting Schedule (During the Self-Learning Period)

1st Sunday – Meeting of the Dean with the Deans of the Faculties

2nd Sunday – Meeting of the Deans of the Faculties with Chairpersons, Faculty, and Staff

3rd Sunday – Meeting of the Chairpersons with Faculty and Staff

4th Sunday – Meeting of Faculty Mentors with their respective Students and Parents; if necessary, Chairpersons with Students and Parents, and where required, the Deans of the Faculties may also be involved.

Coordinator

Chairperson

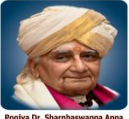
Dean



Poojya Mahashree Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Poojya Chiranjeevi Doddappa Appa
71st Mahadasoha Peethadhipati,
Sharnbasveshwar Samsthan



Poojya Dr. Sharnbasappa Appa
7th Mahadasoha Peethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Honorary Chancellor, Sharnbasva University, Kalaburagi

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Poojya Doddappa Appa
71st Mahadasoha Peethadhipati,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Mahashree Godutal
Doddappa Appa

Annexure - XI

STUDENT QUALITY CIRCLE MEETING REPORT

Faculty:

Year:

Programme:

Sem: / Batch:

Members present:

1

2

3

4

Salient points discussed during the meeting and the decisions taken to enhance the quality of the course delivery: 1

2

3

4

5

Signature of the Class Teacher

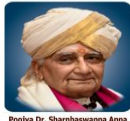
Signature of the Chairperson/ Dean of the Faculty



Pooja Mahashree Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandlo, Sharnbasva University, Kalaburagi



Pooja Chiranjeevi Doddappa Appa
7th Mahadasoha Peethadhipati,
Sharnbasveshwar Samsthan



Pooja Dr. Sharnbaswappa Appa
Fth Mahadasoha Peethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Bunkar Chandlo, Sharnbasva University, Kalaburagi

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Pooja Doddappa Appa
7th Mahadasoha Peethadhipati,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Mahashree Godutal
Doddappa Appa

Annexure-XII

COURSE COMPLETION SUMMARY SHEET

FACULTY OF:	
PROGRAMME:	DEPARTMENT:
COURSE TEACHER:	COURSE DURATION:
NAME OF THE COURSE:	COURSE CODE:
TYPE OF COURSE:	NO. OF REGISTERED STUDENTS:

- 1) General Remarks on the attendance in the class:
- 2) Statistical Details about the students Performance in IA-1, IA-2, Assignment and Others
- 3) Level of achievement of Course outcomes by the class (Average)
- 4) Innovative Practices followed in the course:
- 5) Salient Features of students Feedback:
- 6) Experts feedback on students Achievement:
- 7) Self-assessment on the course quality:
- 8) Recommendations for the future:

Signature of the Faculty Member



Poojya Mahashree Dr. Dadasaheb S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandole, Sharnbasva University, Kalaburagi



Poojya Chiranjeevi Doddappa Appa
7th Mahadasoha Peethadhipati,
Sharnbasveshwar Samsthan



Poojya Dr. Sharnbasappa Appa
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Bunkar Chandole, Sharnbasva University, Kalaburagi

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Poojya Doddappa Appa
7th Mahadasoha Peethadhipati,
Sharnbasveshwar Samsthan,
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Mahashree Godutal
Doddappa Appa

ANNEXURE -XIII

Faculty of _____
Department of _____

Program: _____.

Version: 0

Internal Assessment (I.A.) Test-I

Academic Year:

Course Title:

Max.Marks:

Date:

Sem:

Course Code:

Course Type:

Time:

Note: Answer any THREE FULL questions selecting at least ONE question from each module

Q.No.	QUESTIONS	Marks	RBT Level	CO
MODULE-I				
1	a.			
	b.			
OR				
2	a.			
	b.			
MODULE-II				
3	a.			
	b.			
OR				
4	a.			
	b.			
MODULE-III				
5	a.			
OR				
6	a.			

Course Outcome	Total Marks Allotted	% Marks Allotted	RBT Levels	Total Marks Allotted	% Marks Allotted

Course Teacher

Course Coordinator

Chairperson



Pooja Mahadevi Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandlo, Sharnbasveshwar University, Kalaburgi



Pooja Chiranjeevi Daddappa Appa
7th Mahadevasha Peethadhipati,
Sharnbasveshwar Samsthan



Pooja Dr. Sharnbasappa Appa
Former President, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Founder, Chandlo, Sharnbasveshwar University, Kalaburgi

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Kalaburagi-585 103

Karnataka-India

Estd.: 2017



Pooja Daddappa Appa
7th Mahadevasha Peethadhipati,
Sharnbasveshwar Samsthan
Founder, President, Sharnbasveshwar
Vidya Vardhaka Sangha



Hatoashree Godutal
Daddappa Appa

ANNEXURE - XIV

Rubric Scale Standardization for Evaluation

1. Introduction

Rubrics are systematic scoring tools used to assess student performance based on defined criteria and performance levels. They enhance objectivity, transparency, and consistency in evaluation across all academic programs. A rubric is a scoring guide that includes: **Criteria** (what is being assessed), **Performance Levels** (e.g., Excellent, Good, Average, Poor), **Descriptors** (clear explanation of each level) and **Marks/Weightage**.

Note: Rubrics must be prepared before the commencement of the course and approved by the Academic Council. They should be shared with students in advance, preferably at the beginning of the assessment process, and the faculty must clearly explain the evaluation criteria and expectations. The rubrics should be applied consistently and uniformly across all evaluators to ensure fairness and standardization. Additionally, transparency must be maintained in awarding marks, and all evaluation records should be properly documented and preserved for audit purposes

Standard Performance Levels

- **5 Point Grading Scale (5 Scale):** The 5-point grading scale conversion shall be adopted for all courses approved by the State Government, AICTE, PCI, and COA.

Level	Performance Level	Performance Description	Marks Range (%)
Level 5	Excellent	Demonstrates comprehensive understanding, accuracy, originality, and exceptional performance exceeding expectations	86–100%
Level 4	Very Good	Shows strong understanding with minor errors; meets and slightly exceeds expectations	70–85%
Level 3	Good	Demonstrates adequate understanding; meets basic expectations with some gaps	55–69%
Level 2	Fair	Shows limited understanding; partially meets expectations with noticeable errors	40–54%
Level 1	Poor	Demonstrates inadequate understanding; fails to meet minimum expectations	<40%

- **3 Point Grading Scale (3 Scale):** The 3-point grading scale conversion should be used for all courses approved by the State Government.

Level	Grade	Performance Description	Marks Range (%)
Level 3	Excellent	Demonstrates thorough understanding, accuracy, and strong performance; meets and may exceed expectations	75–100%
Level 2	Satisfactory	Shows adequate understanding with some errors; meets minimum expectations	50–74%
Level 1	Unsatisfactory	Demonstrates limited understanding; does not meet minimum expectations	<50%



Pooja Maheshwari Dr. Dabhyani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chandlo, Sharnbasveshwar University, Kalaburagi



Pooja Chiranjeevi Daddappa Appa
7th Mahadasoha Peethadhipati,
Sharnbasveshwar Samsthan



Pooja Dr. Sharnbasappa Appa
Former President, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Founder, Chandlo, Sharnbasveshwar University, Kalaburagi

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University
Kalaburagi-585 103
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Pooja Daddappa Appa
7th Mahadasoha Peethadhipati,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



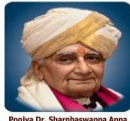
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Daddappa Appa

Assignment Evaluation Rubric (Total: 10 Marks)

Criteria	Excellent	Very Good	Good	Fair	Poor
Understanding of Concept Max Marks: 3	3	3	2	1	0
	Complete, accurate, in-depth understanding	Mostly accurate with minor gaps	Adequate understanding	Basic understanding with errors	Very limited or incorrect
Content & Analysis Max Marks: 3	3	3	2	1	0
	Highly relevant, critical analysis, well-supported	Relevant with good analysis	Satisfactory content	Limited analysis	Irrelevant or poor content
Presentation & Organization Max Marks: 2	2	2	1	1	0
	Well-structured, neat, logical flow	Good structure	Acceptable organization	Poor organization	Disorganized
Originality & Timeliness Max Marks: 2	2	2	1	1	0
	Highly original, submitted on time	Some originality, on time	Average originality	Low originality / slight delay	Plagiarized / late

Seminar Evaluation Rubric (Total: 5 Marks)

Criteria	Excellent	Very Good	Good	Fair	Poor
Content & Understanding Max Marks: 2	2	2	1	1	0
	In-depth, clear, accurate	Good with minor gaps	Adequate	Basic understanding	Poor/incorrect
Presentation Skills Max Marks: 1	1	1	1	0	0
	Confident, clear, engaging	Good delivery	Acceptable	Hesitant	Poor
Organization & Visuals Max Marks: 1	1	1	1	0	0
	Well-structured, effective aids	Mostly organized	Basic structure	Poor organization	Disorganized
Response to Questions Max Marks: 1	1	1	1	0	0
	Accurate and confident	Mostly correct	Basic	Limited	Unable to answer



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Field Work Evaluation Rubric (Total: 5 Marks)

Criteria	Excellent	Very Good	Good	Fair	Poor
Understanding & Participation Max Marks: 2	Excellent understanding, highly active	Good participation	Adequate	Limited	Poor
Execution / Application Max Marks: 1	Effective practical application	Good	Moderate	Limited	Poor
Report Quality Max Marks: 1	Well-documented, clear	Good	Adequate	Basic	Poor/ Incomplete
Discipline & Timeliness Max Marks: 1	Highly punctual and disciplined	Mostly punctual	Acceptable	Irregular	Poor



Poojya Matoshree Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Poojya Chiranjeevi Doddappa Appa
9th Mahadasaha Pethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha



Poojya Dr. Sharnbaswappa Appa
1st Mahadasaha Pethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Founder Chancellor, Sharnbasva University, Kalaburagi

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Kalaburagi-585 103
Karnataka-India
Estd.: 2017



Poojya Doddappa Appa
7th Mahadasaha Pethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha



Matoshree Godutal
Doddappa Appa

Rubrics for Laboratory Continuous Evaluation (35 Marks)

Sl. No.	Criteria	Excellent	Very Good	Good	Average	Poor
1	Conduct of Experiment Max Marks: 25	22-25	18-21	14-17	10-13	<10
		Complete understanding of objectives, components, and procedure; executes experiment accurately and independently	Very good understanding with minor execution errors	Good understanding; requires minimal guidance	Limited understanding; needs frequent assistance	Poor understanding; unable to execute properly
2	Record Write-up Max Marks: 5	5	4	3	2	1
		Complete, neat, and updated with accurate observations and results	Complete with minor errors	Mostly complete but lacks clarity	Partially complete, lacks structure	Incomplete or poorly maintained
3	Viva-Voce Max Marks: 5	5	4	3	2	1
		Excellent conceptual clarity; answers confidently with clear explanations	Very good understanding with minor gaps	Basic understanding; answers some questions	Limited understanding; weak explanations	Poor understanding; unable to answer

Rubrics for Laboratory Internal Assessment (15 Marks)

Sl. No.	Criteria	Excellent	Very Good	Good	Average	Poor
1	Conduct of Experiment Max Marks: 10	9-10	7-8	6-7	5-4	<4
		Complete understanding of objectives, components, and procedure; executes experiment accurately and independently	Very good understanding with minor execution errors	Good understanding; requires minimal guidance	Limited understanding; needs frequent assistance	Poor understanding; unable to execute properly
2	Record Write-up Max Marks: 2	2	2	1	1	0
		Complete, neat, and updated with accurate observations and results	Complete with minor errors	Mostly complete but lacks clarity	Partially complete, lacks structure	Incomplete or poorly maintained
3	Viva-Voce Max Marks: 3	3	2	2	1	0
		Excellent conceptual clarity; answers confidently with clear explanations	Very good understanding with minor gaps	Basic understanding; answers some questions	Limited understanding; weak explanations	Poor understanding; unable to answer



Poojya Matoshree Dr. Dakshayini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Poojya Chiranjeevi Doddappa Appa
9th Mahadasoha Pethadhipati,
Sharnbasveshwar Samsthan



Poojya Dr. Sharnbaswappa Appa
8th Mahadasoha Pethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Founder Chancellor, Sharnbasva University, Kalaburagi

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University

Kalaburagi-585 103

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Poojya Doddappa Appa
7th Mahadasoha Pethadhipati,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Matoshree Godutai
Doddappa Appa

Rubrics for SEE Laboratory Examination (50 Marks)

Sl. No.	Criteria	Excellent	Very Good	Good	Average	Poor
		30-35	25-29	19-24	14-18	<14
1	Conduct of Experiment Max Marks: 35	Demonstrates complete understanding of objectives, concepts, and components; performs experiment accurately with proper setup and full execution.	Very good understanding with minor errors in setup or execution.	Good understanding but requires some guidance during execution.	Limited understanding; incomplete or partially correct execution.	Poor understanding; unable to perform experiment correctly.
2	Write-up Max Marks: 8	7-8 Well-structured, clear, and comprehensive write-up with all required details.	6 Clear write-up with minor omissions or formatting issues.	4-5 Adequate write-up but lacks clarity or completeness.	2-3 Partially complete write-up with poor structure.	1 Incomplete or poorly written write-up.
3	Viva-Voce Max Marks: 7	6-7 Exhibits excellent conceptual understanding with clear, confident explanations; answers all questions correctly.	5 Very good understanding with minor gaps in explanation.	3-4 Good understanding but answers only some questions correctly.	2 Limited understanding with weak explanations.	1 Poor understanding; unable to answer questions.



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Rubrics Review

Review	Agenda	Assessment	Review Assessment Weightage	Overall Weightage
Review 1	Project Synopsis / Proposal Evaluation	Rubric R1	10% (5 Marks)	100 % (50 Marks)
Review 2	Mid- Term Project Evaluation (Phase -I)	Rubric R2	20% (10 Marks)	
Review 3	End Semester Project Evaluation (Phase -II)	Rubric R3	30% (15 Marks)	
Review 4	Project Report Evaluation	Rubric R4	20% (10 Marks)	
Review 5	Evaluation by Guide	Rubric R5	20% (10 Marks)	
SEE			100% (50 Marks)	100% (50 Marks)
Total			100% (100 Marks)	100% (100 Marks)



Prof. Dr. Shikha S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburgi



Prof. Chiranjeevi Doddappa Appa
V. Hanumanthiah Postgraduate
Sharnbasveshwar Samithi



Prof. Dr. Sharnbasappa Appa
V. Hanumanthiah Postgraduate
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Honorary President, Sharnbasva University, Kalaburgi



Prof. Doddappa Appa
The Hanumanthiah Postgraduate,
Sharnbasveshwar Samithi
Former President, Sharnbasveshwar
Vidya Vardhaka Sangha



Prof. Madhusree Godutai
Doddappa Appa

Project Screening Phase

Rubric R1: Project Synopsis / Proposal Evaluation (Max: 5 Marks)

Sl. No.	Criteria	Excellent	Very Good	Good	Average	Poor
1	Identification of Problem Domain & Detailed Analysis (GA) Max Marks: 2	2	2	1	1	0
		Provides comprehensive, in-depth explanation with strong justification of project need and relevance.	Provides very clear explanation with good justification and adequate depth.	Provides clear explanation but lacks depth in justification.	Provides basic explanation with limited clarity and justification.	Provides unclear or minimal explanation with poor understanding of the problem.
2	Study of Existing Systems & Feasibility (GA) Max Marks: 2	2	2	1	1	0
		Thorough study of existing systems with detailed specifications, limitations, and strong feasibility analysis.	Good study of existing systems with reasonable feasibility analysis.	Adequate understanding with some analysis of feasibility.	Limited study with minimal feasibility consideration.	Poor or no understanding of existing systems and feasibility.
3	Objectives & Methodology of Proposed Work & Plan of Action (GA) Max Marks: 1	1	1	1	0	0
		Clearly defined objectives with well-structured, detailed, and justified methodology.	Clearly defined objectives with good methodology, minor gaps in detail.	Objectives are stated with basic methodology but limited justification.	Objectives are unclear; methodology is weak or incomplete.	Objectives and methodology are poorly defined or missing.



Prof. Dr. Shikha S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburgi



Prof. Chiranjeevi Doddappa Appa
V. Mahadevaswami Postgraduate,
Sharnbasveshwar Samasthan



Prof. Dr. Sharnbasappa Appa
V. Mahadevaswami Postgraduate,
Sharnbasveshwar Vidya Vardhaka Sangha
Rector, Chaudhary Sharnbas University, Kalaburgi



Prof. Dr. Shikha S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburgi



Prof. Dr. Shikha S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburgi

Rubric R2: Mid-term Project Evaluation (Phase I)

Maximum Marks: 10

Sl. No.	Criteria	Excellent	Very Good	Good	Average	Poor
1	Design Methodology (GA) Max Marks: 5	5	4	3	2	1
		Problem is systematically divided into well-defined modules; appropriate computing framework selected with strong justification; methodology is clear and comprehensive.	Well-defined modules and suitable framework; good methodology with minor gaps in justification.	Modules and framework are acceptable; methodology is adequate but lacks clarity or depth.	Modules poorly defined; framework selection weak; methodology lacks proper explanation.	No clear modularization; inappropriate framework; methodology is unclear or missing.
2	Planning of Project Work & Team Structure (GA) Max Marks: 3	3	3	2	1	0
		Timeline clearly defined and consistently followed; work evenly distributed with strong team coordination.	Timeline well defined and mostly followed; good team coordination with minor imbalance.	Timeline defined but inconsistently followed; moderate team coordination.	Timeline poorly followed; uneven work distribution and weak coordination.	No clear timeline; poor coordination and ineffective team structure.
3	Demonstration & Presentation (IA) Max Marks: 2	2	2	1	1	0
		All objectives achieved; presentation is well-organized, clear, and relevant; delivery is confident with excellent communication.	Objectives achieved; presentation is clear with minor issues; delivery is effective.	Objectives mostly achieved; presentation is adequate but lacks organization.	Objectives partially achieved; presentation lacks clarity; delivery is weak.	Objectives not achieved; presentation is poorly structured; communication ineffective.



Prof. Dr. Shikha S. Appa
President, Sharnbasva Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Prof. Chiranjeevi Doddappa Appa
V. Mahadevaswami Prasthuthi,
Sharnbasva Sarvodaya
Sharnbasva Sarvodaya



Prof. Dr. Sharnbasappa Appa
V. Mahadevaswami Prasthuthi,
Sharnbasva Sarvodaya
Sharnbasva Sarvodaya



Prof. Doddappa Appa
V. Mahadevaswami Prasthuthi,
Sharnbasva Sarvodaya
Sharnbasva Sarvodaya



Prof. Dr. Shikha S. Appa
President, Sharnbasva Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi

Rubric R3: End Semester Internal Project Evaluation (Phase II)

Maximum Marks: 15

Sl. No.	Criteria	Excellent	Very Good	Good	Average	Poor
1	Design, Testing & Result Analysis (GA) Max Marks: 8	6-8	4-5	2-3	1	0
		Well-planned design with comprehensive testing and clear, in-depth result analysis.	Strong design and testing with good analysis, minor gaps in depth.	Adequate design and testing with basic analysis.	Limited design and testing; analysis is weak or incomplete.	Poor design; minimal testing; no meaningful analysis.
2	Project Demonstration (IA) Max Marks: 4	4	3	2	1	0
		All objectives fully achieved; modules function correctly; seamless integration; system operates accurately and efficiently.	Objectives achieved; modules work well; integration mostly complete with minor issues.	Objectives largely achieved; modules work individually; integration partial.	Objectives partially achieved; modules inconsistent; weak integration.	Objectives not achieved; modules fail or not demonstrated; no integration.
3	Presentation (IA) Max Marks: 3	3	2	1	1	0
		Well-structured content; clear, confident delivery; strong eye contact; effective communication.	Clear content and delivery; minor issues in confidence or eye contact.	Adequate content; delivery understandable but lacks clarity/engagement.	Weak delivery; limited eye contact; unclear voice.	Poor presentation; unclear, disorganized, ineffective communication.



Prof. Dr. Maheshwari S. Appa
President, Sharnbasva Vidya Vardhaka Sangha
Chandola, Sharnbasva University, Kalaburagi



Prof. Chiranjeevi Doddappa Appa
V. Mahadevaswami Postgraduate,
Sharnbasveshwar Samarthan



Prof. Dr. Sharnbasappa Appa
V. Mahadevaswami Postgraduate,
Sharnbasveshwar Samarthan



Prof. Dr. Doddappa Appa
V. Mahadevaswami Postgraduate,
Sharnbasveshwar Samarthan



Prof. Dr. Maheshwari S. Appa
President, Sharnbasva Vidya Vardhaka Sangha
Chandola, Sharnbasva University, Kalaburagi

Rubric R4: Project Report Evaluation (Phase III)

Maximum Marks: 10

Sl. No.	Criteria	Excellent	Very Good	Good	Average	Poor
1	Project Report (Format, References & Citations) (GA) Max Marks: 6	5-6	3-4	2	1	0
		Report strictly follows prescribed format; references and citations are accurate, consistent, and well-presented.	Report follows format with minor inconsistencies; references mostly correct.	Report generally follows format; references adequate but not consistent.	Report has several formatting errors; references limited or poorly presented.	Report does not follow format; references missing or incorrect.
2	Description of Concepts & Technical Details (GA) Max Marks: 2	2	2	1	1	0
		Provides clear, comprehensive explanation of concepts with detailed and well-justified technical description.	Good explanation of concepts with minor gaps in technical depth.	Adequate explanation of concepts; technical details are basic.	Limited explanation; technical details are unclear or insufficient.	Poor or unclear explanation; lacks relevant technical details.
3	Conclusion & Discussion (GA) Max Marks: 2	2	2	1	1	0
		Results presented clearly; strong conclusions; insightful discussion; future work clearly defined.	Results clear; conclusions good; future work mentioned with minor gaps.	Results adequate; conclusions basic; limited discussion.	Weak results presentation; conclusions unclear; minimal discussion.	Poor results presentation; no clear conclusions or future work.



Prof. Dr. Subhasini S. Appa
President, Sharnbasva Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Prof. Chiranjeevi Doddappa Appa
V. Haradashantha Prasadiahalli,
Sharnbasva University, Kalaburagi



Prof. Dr. Sharnbasappa Appa
V. Haradashantha Prasadiahalli,
Sharnbasva University, Kalaburagi



Prof. Dr. Sharnbasappa Appa
V. Haradashantha Prasadiahalli,
Sharnbasva University, Kalaburagi



Prof. Dr. Sharnbasappa Appa
V. Haradashantha Prasadiahalli,
Sharnbasva University, Kalaburagi

Rubric R5: Evaluation by Guide

Maximum Marks: 10

Sl. No.	Criteria	Excellent	Very Good	Good	Average	Poor
1	Self-Motivation & Determination (IA) Max Marks: 2	2	2	1	1	0
		Demonstrates strong self-motivation; consistently works with high determination and takes initiative independently.	Very good motivation; works consistently with minor supervision.	Shows adequate motivation; completes tasks with some guidance.	Limited motivation; inconsistent effort and requires frequent guidance.	Lacks motivation; does not show initiative or commitment.
2	Teamwork & Collaboration (IA) Max Marks: 2	2	2	1	1	0
		Actively collaborates, communicates effectively, and integrates team ideas respectfully.	Works well with team; communicates effectively with minor issues.	Participates in team activities but requires guidance.	Limited collaboration; weak communication within the team.	Does not collaborate; poor communication and teamwork.
3	Technical Knowledge & Awareness (IA) Max Marks: 4	4	3	2	1	0
		Demonstrates in-depth and comprehensive technical knowledge related to the project.	Shows strong understanding with minor gaps.	Demonstrates adequate/basic knowledge of the project.	Limited technical understanding; lacks clarity.	Poor understanding of project concepts.
4	Regularity & Commitment (IA) Max Marks: 2	2	2	1	1	0
		Consistently meets the guide; highly regular with strong commitment and progress.	Mostly regular with good progress and minor inconsistencies.	Moderately regular; progress is acceptable but inconsistent.	Irregular meetings; weak consistency in progress.	Highly irregular; poor commitment and minimal progress.



Prof. Dr. Sharnbasappa Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Prof. Dr. Chiranjeevi Doddappa Appa
V. Mahadevaswami Postgraduate,
Sharnbasveshwar Samasthan



Prof. Dr. Sharnbasappa Appa
V. Mahadevaswami Postgraduate,
Sharnbasveshwar Samasthan



Prof. Dr. Sharnbasappa Appa
V. Mahadevaswami Postgraduate,
Sharnbasveshwar Samasthan



Prof. Dr. Sharnbasappa Appa
V. Mahadevaswami Postgraduate,
Sharnbasveshwar Samasthan

Rubrics for Project SEE (50 Marks)

Sl. No.	Criteria	Excellent	Very Good	Good	Average	Poor
1	Project Work (GA) Max Marks: 25	20–25	16–19	12–15	6–11	1–5
		Well-planned design with complete and accurate output; strong implementation and validation.	Very good design with expected output and minor issues.	Good design with expected output but limited depth.	Basic design with partial or inconsistent output.	Poor design; incomplete or incorrect output.
2	Presentation (IA) Max Marks: 15	13–15	10–12	7–9	4–6	1–3
		Confident delivery; clear, engaging slides; excellent time management.	Very good presentation with minor issues in clarity or timing.	Good presentation but less engaging; some issues in slides/time.	Weak presentation; limited engagement; poor slide quality.	Poor delivery; unclear slides; lack of communication.
3	Viva-Voce (IA) Max Marks: 5	5	4	3	2	0–1
		Strong subject knowledge; confident and clear responses.	Very good understanding with minor gaps.	Basic understanding; answers partially correct.	Limited knowledge; unclear responses.	Poor understanding; unable to answer.
4	Paper Publications (GA) Max Marks: 5	4–5	3	2	1	0
		Publication in Scopus Indexed Journal/Conference	Publication in International Conference (Indexed)	Publication in Other Journals/ National Conference	Paper submitted/under review	No publication

- **GA:** Group Assessment, **IA:** Individual Assessment

*Note: Rubrics must be shared with students **before evaluation**, Faculty should explain criteria and expectations, use rubrics consistently across all evaluators and Maintain records for audit and accreditation.*



Prof. Dr. Shambhushanappa Appa
President, Sharnbasva Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburgi



Prof. Dr. Chiranjeevi Doddappa Appa
V. Narasimhaiah Postgraduate
Sharnbasva University, Kalaburgi



Prof. Dr. Sharnbaswappa Appa
V. Narasimhaiah Postgraduate
Sharnbasva University, Kalaburgi



Prof. Dr. Doddappa Appa
V. Narasimhaiah Postgraduate
Sharnbasva University, Kalaburgi



Prof. Dr. Matoshree Godutai
Doddappa Appa
Sharnbasva University, Kalaburgi

Rubrics for Internship CIE (50 Marks)

Phase-I Evaluation Rubric (25 Marks)

Sl. No.	Criteria	Excellent	Very Good	Good	Average	Poor
1	Company Profile & Internship Objectives Max Marks:5	5	4	3	2	0-1
		Clearly explains company background, domain, organizational structure, internship objectives, and relevance of the project/work assigned.	Provides detailed explanation of company profile and internship objectives with only minor missing details.	Gives adequate explanation of company and objectives with acceptable clarity and relevance.	Provides only partial information about company and internship objectives with limited relevance.	Unable to explain company profile or internship objectives clearly.
2	Technical Knowledge & Concepts Max Marks:7	6-7	5	4	2-3	0-1
		Demonstrates in-depth understanding of technical concepts, tools and technologies used during internship. Explains implementation and practical applications clearly with relevant examples.	Shows very good understanding of technical concepts with minor gaps. Explains tools, implementation and applications effectively.	Demonstrates satisfactory understanding of concepts and tools with moderate clarity in explanation.	Demonstrates limited understanding of concepts. Key technical explanations lack depth and clarity.	Demonstrates very poor understanding of technical concepts and applications. Unable to explain implementation clearly.
3	Weekly Activities & Progress Max Marks:8	7-8	6	4-5	2-3	0-1
		Weekly activities are systematically documented with clear outcomes, learning and progress tracking. Demonstrates initiative and consistency.	Weekly activities are well documented with good clarity and evidence of progress and learning.	Activities are documented adequately, though some outcomes or progress details are missing.	Activities are listed with minimal explanation and weak progress tracking.	Activities are incomplete, unclear, or not properly documented.
4	Midterm Presentation & Communication. Max Marks: 5	5	4	3	2	0-1
		Presentation is highly organized, confident, engaging, and professionally delivered. Excellent clarity, audience interaction and effective time management.	Presentation is well organized and clearly delivered with good confidence and communication skills.	Presentation is understandable with acceptable organization and communication, though minor hesitations are observed.	Presentation lacks confidence or clarity and shows weak organization or time management.	Presentation is poorly delivered with inadequate communication, organization, and time management.



Prof. Dr. Shambhushan S. Appa
President, Sharnbasva Vidya Vardhaka Sangha
Kalaburagi, Karnataka, India



Prof. Dr. Chiranjeevi Daddappa Appa
V. Narasimha Reddy, Sharnbasva
Kalaburagi, Karnataka, India



Prof. Dr. Sharnbasappa Appa
V. Narasimha Reddy, Sharnbasva
Kalaburagi, Karnataka, India



Prof. Dr. Daddappa Appa
V. Narasimha Reddy, Sharnbasva
Kalaburagi, Karnataka, India



Prof. Dr. Madhusudan Goudar
Daddappa Appa
Kalaburagi, Karnataka, India

Phase-2 Evaluation Rubric (25 Marks)

Sl. No.	Criteria	Excellent	Very Good	Good	Fair	Poor
1	Technical Knowledge & Implementation. Max Marks: 7	6-7 Demonstrates strong technical expertise with clear explanation of methodologies, implementation, problem-solving and outcomes achieved during internship.	5 Shows very good technical understanding with only minor gaps in implementation or explanation.	4 Demonstrates satisfactory technical understanding with acceptable implementation details.	2-3 Demonstrates limited understanding with incomplete implementation and weak explanation.	1-0 Demonstrates very poor understanding with unclear or missing implementation details.
2.	Analysis of Work & Weekly Outcomes. Max Marks: 6	6 Effectively analyzes tasks completed, challenges faced, solutions implemented and weekly progress with measurable outcomes and reflections.	6 Provides very good analysis and explanation of outcomes with minor missing details.	5 Provides satisfactory analysis with reasonable explanation of outcomes.	4 Provides limited analysis with unclear outcomes and insufficient reflection.	2-3 Fails to analyze work completed or explain outcomes effectively.
3.	Internship Report & Documentation. Max Marks: 6	6 Report is comprehensive with clear objectives, methodology, work details, analysis, solutions, findings and strong conclusion. Professionally formatted and well-structured.	5 Report is well-written and organized with good analysis and explanation.	4 Report contains adequate information with acceptable structure and clarity.	2-3 Report contains limited details, weak analysis, or unclear conclusions.	1-0 Report is incomplete, poorly organized and lacks clarity.
4	Final Presentation & Viva Voce. Max Marks: 6	6 Delivers a confident, professional, and engaging presentation with excellent clarity, technical explanation, response to questions, and time management.	5 Presentation is clear, confident, and technically sound with good responses to questions.	4 Presentation is understandable with acceptable communication and explanation.	2-3 Presentation lacks confidence, clarity, or proper explanation.	1-0 Presentation is poorly delivered with inability to explain concepts or answer questions effectively.



Prof. Dr. Shikha S. Appa
President, Sharnbasva Vidyavardhaka Sangha
Kalaburagi, Karnataka



Prof. Chiranjeevi Doddappa Appa
V. Narasimhaiah Institute of Technology
Sharnbasva, Karnataka



Prof. Dr. Sharnbasappa Appa
K. Narasimhaiah Institute of Technology
Sharnbasva, Karnataka



Prof. Dr. Shikha S. Appa
President, Sharnbasva Vidyavardhaka Sangha
Kalaburagi, Karnataka



Prof. Dr. Shikha S. Appa
President, Sharnbasva Vidyavardhaka Sangha
Kalaburagi, Karnataka

Rubrics for Internship SEE (50 Marks)

Sl. No.	Criteria	Excellent	Very Good	Good	Average	Poor
1	Type of Internship (IA) Max Marks: 5	5	4	3	2	0-1
		Completed apprenticeship with financial assistance of >8000 Rs/Pm	Completed apprenticeship with financial assistance of >5000 Rs/Pm	Completed apprenticeship with financial assistance.	Free Internship	Paid Internship
2	Internship Report (IA) Max Marks: 15	13-15	10-12	7-9	4-6	0-3
		Internship report prepared according to the specified format with excellent organization, minimal language errors, detailed explanation of concepts, and clear learning outcomes.	Report follows the required format with good clarity, few language errors, and good explanation of concepts and learning outcomes.	Report prepared according to the format with average explanation of concepts and some language errors.	Report partially follows the format with inadequate explanation and several language errors.	Report not prepared according to the format, incomplete content, and poor explanation of concepts.
3	Presentation (IA) Max Marks: 20	17-20	13-16	9-12	5-8	0-4
		Demonstrates in-depth technical knowledge; clearly explains practical applications and learning outcomes; confident, engaging delivery with excellent time management.	Very good technical understanding with clear explanation of applications and learning outcomes; confident presentation with minor hesitation.	Good technical understanding with some gaps; explains applications adequately; satisfactory delivery.	Basic understanding with limited explanation of applications and learning outcomes; lacks confidence and engagement.	Poor understanding of the topic; unclear presentation and unable to explain internship work effectively.
4	Viva (IA) Max Marks: 10	9-10	7-8	5-6	3-4	0-2
		Strong subject knowledge with confident and accurate answers.	Very good understanding with mostly clear answers.	Good/basic understanding with some unclear answers.	Limited understanding and difficulty answering questions.	Very poor knowledge with incorrect or unclear responses.



Assignment Evaluation Rubrics (Total: 10 Marks)

Criteria	Excellent	Good	Average
Understanding of Concept Max Marks: 3	3 Complete, accurate, in-depth understanding	2 Mostly accurate with minor gaps / adequate understanding	1 Basic or limited understanding with errors
	3 Highly relevant, critical analysis, well-supported	2 Relevant with satisfactory analysis	1 Limited or poor/irrelevant content
Content & Analysis Max Marks: 3	2 Well-structured, neat, logical flow	1 Acceptable organization	0 Poor or disorganized
	2 Highly original, submitted on time	1 Some originality, minor delay	0 Low originality / late
Presentation & Organization Max Marks: 2			
Originality & Timeliness Max Marks: 2			

Field Work / Internship Evaluation Rubrics (Total: 5 Marks)

Criteria	Excellent	Good	Average
Understanding & Participation Max Marks: 2	2 Excellent understanding, highly active	1 Good participation	0 Limited or poor
	1 Effective practical application	1 Moderate application	0 Limited or poor
Execution / Application Max Marks: 1	1 Well-documented, clear	1 Adequate	0 Poor/incomplete
	1 Highly punctual and disciplined	1 Mostly punctual	0 Irregular/poor
Report Quality Max Marks: 1			
Discipline & Timeliness Max Marks: 1			

**Rubrics for Laboratory Continuous Evaluation (35 Marks)**

Sl.	Criteria	Excellent	Good	Average
1	Conduct of Experiment Max marks: 25	18-28	9-17	0-8
		Accurate understanding of lab objectives and concepts; complete knowledge of required components and process; performs experiment with proper execution.	Basic knowledge of lab objectives and concepts; may lack complete understanding of components and execution.	Limited knowledge of lab objectives and concepts; performs experiment with incomplete execution.
2	Record Write-up Max marks: 05	4-5	2-3	1
		Previous experiment write-up is complete in the record book on the present lab day.	Previous experiment is written in the record book on the present lab day but may lack precision or completeness.	Write-up of the previous experiment in the record book on the present lab day is incomplete.
3	Viva-Voce Max marks: 05	4-5	2-3	1
		Excellent understanding of concepts; strong communication and explanation skills; answers all viva questions.	Good understanding of concepts; limited communication skills; answers only a few viva questions.	Poor understanding of concepts; irrelevant explanations; answers very few viva questions.

Rubrics for Laboratory Internal Assessment (15 Marks)

Sl.No	Criteria	Excellent	Good	Average
1	Conduct of Experiment Max marks: 10	7-10	3-6	0-2
		Demonstrates accurate understanding of lab objectives and concepts, with complete knowledge of required components and proper circuit setup, and performs the experiment with complete execution.	Has basic knowledge of lab objectives and concepts but may lack complete understanding while executing the experiment.	Has limited knowledge of lab objectives and concepts and performs the experiment with incomplete execution.
2	Write-up Max marks: 2	2	1	1
		Well-structured write-up with clear objectives, methods, and results.	Mostly clear write-up with minor formatting or clarity issues.	Write-up contains missing details and lacks clarity.



Prof. H. Narayana D. Shastri
President, Sharnbaswa Vidya Vardhaka Sangha
Doddaballapur, Karnataka, India



Prof. Chittaranjan Daddappa
V. Mahadevaiah Institute of Technology,
Sharnbaswa, Karnataka



Prof. Dr. Sharnbaswappa
V. Mahadevaiah Institute of Technology,
Sharnbaswa, Karnataka



Prof. Daddappa
V. Mahadevaiah Institute of Technology,
Sharnbaswa, Karnataka



Prof. Daddappa
V. Mahadevaiah Institute of Technology,
Sharnbaswa, Karnataka

		3	2	1
3	Viva-Voce Max marks: 3	Exhibits excellent understanding of concepts with strong communication and explanation skills while answering all viva questions.	Exhibits good understanding of concepts but has limited communication and explanation skills and answers only a few viva questions.	Shows poor understanding of concepts and provides irrelevant explanations

Rubrics for SEE Laboratory (50 Marks)

Sl. No.	Criteria	Excellent	Good	Average
		20-35	8-19	1-7
1	Conduct of Experiment Max Marks :35	The student demonstrates an accurate understanding of the lab objectives and experiment concepts, with complete knowledge of the required components and proper circuit setup, and performs the experiment with complete execution.	The student has basic knowledge of the lab objectives and experiment concepts but may lack complete understanding of the components or execution.	The student has limited knowledge of the lab objectives and experiment concepts and performs the experiment with incomplete execution.
		5-8	3-4	1-2
2	Write-up Max Marks :8	Well-structured, clear, and comprehensive write-up.	Adequate write-up but lacks clarity or completeness.	Poorly written or incomplete write-up.
		5-7	3-4	1-2
3	Viva-Voce Max Marks :7	The student exhibits excellent understanding of the concepts, with strong communication and explanation skills while answering all viva questions.	The student exhibits good understanding of the concepts but with limited communication and explanation skills, answering only a few viva questions.	The student shows poor understanding of the concepts and provides irrelevant explanations, answering very few viva questions.



Prof. H. Narayana Murthy
President, Sharnbasveshwar Vidya Vardhaka Sangha
Founder, Sharnbasveshwar University, Kalaburagi



Prof. Chittaranjan Doddappa Appa
V. Narasimhaiah Petalagudi, Sharnbasveshwar University
Founder, Sharnbasveshwar University, Kalaburagi



Prof. Dr. Sharnbasveshwar Appa
V. Narasimhaiah Petalagudi, Sharnbasveshwar University
Founder, Sharnbasveshwar University, Kalaburagi



Prof. Doddappa Appa
V. Narasimhaiah Petalagudi, Sharnbasveshwar University
Founder, Sharnbasveshwar University, Kalaburagi



Prof. H. Narayana Murthy
President, Sharnbasveshwar Vidya Vardhaka Sangha
Founder, Sharnbasveshwar University, Kalaburagi

Rubrics Review

Review	Agenda	Assessment	Review Assessment Weightage	Overall Weightage
Review 1	Project Synopsis / Proposal Evaluation	Rubric R1	10% (5 Marks)	100 % (50 Marks)
Review 2	Mid- Term Project Evaluation (Phase -I)	Rubric R2	20% (10 Marks)	
Review 3	End Semester Project Evaluation (Phase -II)	Rubric R3	30% (15 Marks)	
Review 4	Project Report Evaluation	Rubric R4	20% (10 Marks)	
Review 5	Evaluation by Guide	Rubric R5	20% (10 Marks)	
SEE			100% (50 Marks)	100% (50 Marks)
Total			100% (100 Marks)	100% (100 Marks)

CIE Project Evaluation Rubrics (50 Marks)

Project Screening Phase

Rubric # R1: Project Synopsis / Proposal Evaluation

Maximum Marks: 5

Sl.no	Criteria	Excellent	Good	Average
1	Identification of Problem Domain and Detailed Analysis (GA) Max Marks :5	4-5 Provides a comprehensive and in-depth explanation of the project's purpose and clearly justifies the need for the project.	2-3 Gives a clear explanation of the project's purpose and its necessity, with reasonable detail.	0-1 Offers a basic explanation of the project's purpose and need, but lacks depth and clarity.
		2 Presents a thorough and detailed study of existing systems, including their specifications and limitations, along with strong feasibility analysis.	1 Gathers substantial information and demonstrates a good understanding of existing systems with some analysis of feasibility	0 Provides a moderate overview of existing systems with limited data and minimal feasibility consideration
3	Objectives and Methodology of the Proposed Work (GA) Max Marks :1	1 Clearly defines all objectives of the proposed work and provides a well-structured, detailed methodology with justified steps to address the problem.	1 States the objectives with reasonable justification and outlines the methodology, though detailed explanation is limited.	0 Lists some objectives with weak or incomplete justification; methodology is unclear and lacks proper explanation of steps.

**Rubric #R2: Mid-term Project Evaluation (Phase I)****Maximum Marks: 10**

Sl.no	Criteria	Excellent	Good	Average
		4-5	2-3	0-1
1	Design Methodology (GA) Max Marks :5	The problem is systematically divided into well-defined modules, with an appropriate and well-justified selection of the computing framework. The design methodology is clearly explained and strongly supported with justification.	The problem is divided into modules with a suitable choice of computing framework. The design methodology is appropriate, though the justification lacks depth or detailed explanation.	The problem is divided into modules, but the selection of the computing framework is not appropriate. The design methodology is poorly defined and lacks proper justification.
2	Planning of Project Work and Team Structure (GA) Max Marks :3	3	2	1
		The project timeline is clearly defined and consistently followed. Work is distributed appropriately and evenly among team members, ensuring effective collaboration	The project timeline is well defined and generally followed. Work distribution is adequate, though minor imbalances may exist.	The project timeline is defined but not consistently followed. Work distribution is uneven and lacks proper coordination among team members.
3	Demonstration and Presentation (IA) Max Marks :2	2	1	0
		All objectives are achieved within the specified timeframe. Presentation content is well-organized, clear, and relevant. Delivery is confident, with proper eye contact, clear voice, and effective spoken language.	Objectives are achieved within the timeframe. Presentation content is appropriate but not well organized. Delivery is satisfactory, with clear voice and good language, though eye contact may be inconsistent.	Objectives are achieved but presentation lacks organization. Delivery is not satisfactory, with average demonstration skills and limited effectiveness in communication.



Prof. H. Mahalinga Swamiji
President, Sharnbasveshwar Vidya Vardhaka Sangha
Doddaballapur, Karnataka, India



Prof. Chittaranjan Das
President, Sharnbasveshwar Vidya Vardhaka Sangha
Doddaballapur, Karnataka, India



Prof. Dr. Sharnbasveshwar Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Doddaballapur, Karnataka, India



Prof. H. Mahalinga Swamiji
President, Sharnbasveshwar Vidya Vardhaka Sangha
Doddaballapur, Karnataka, India



Prof. H. Mahalinga Swamiji
President, Sharnbasveshwar Vidya Vardhaka Sangha
Doddaballapur, Karnataka, India

Rubric #R3: End Semester Internal Project Evaluation (Phase II)

Maximum Marks*: 15

Sl.	Criteria	Excellent	Good	Average
1	Design, Testing and Result Analysis (GA) Max marks: 8	5-8	4 – 2	1
		Well-planned design with proper testing and clear result analysis.	Good design and testing, but the analysis lacks depth.	Basic design with minimal testing and simple analysis.
2	Project Demonstration (IA) Max marks: 4	3-4	2	1
		All defined objectives are successfully achieved. Each module functions correctly and is clearly demonstrated. All modules are well integrated, and the overall system operates accurately and efficiently.	All defined objectives are achieved. Individual modules function properly and are demonstrated well; however, integration between modules is incomplete, resulting in less satisfactory overall system performance.	All defined objectives are achieved and modules work well individually and are demonstrated properly. However, the modules are not effectively integrated, leading to poor overall system functionality.
3	Presentation (IA) Max marks:3	3	2	1
		Presentation content is appropriate and delivered effectively. The speaker maintains proper eye contact, speaks clearly, and uses good language throughout.	Presentation content is appropriate and delivered clearly. The speaker uses good language and maintains a clear voice, though eye contact with the audience is limited.	Presentation content is appropriate but delivery is weak. The speaker maintains minimal eye contact and has an unclear or inconsistent voice.



Prof. H. Narayana Murthy
President, Sharnbasveshwar Vidya Vardhaka Sangha
Channarayana, Karnataka



Prof. Chittaranjan Daddappa Appa
V. Narayana Murthy, Sharnbasveshwar Sangha
Channarayana, Karnataka



Prof. Dr. Sharnbasveshwar Appa
V. Narayana Murthy, Sharnbasveshwar Sangha
Channarayana, Karnataka



Prof. Daddappa Appa
V. Narayana Murthy, Sharnbasveshwar Sangha
Channarayana, Karnataka



Prof. Daddappa Appa
V. Narayana Murthy, Sharnbasveshwar Sangha
Channarayana, Karnataka

Rubric #R4: Project Report Evaluation (Phase III)

Maximum Marks*: 10

Sl.No	Criteria	Excellent	Good	Average
		5-6	2-4	1
1	Project Report (GA) Max marks: 6	The project report strictly follows the specified format. References and citations are appropriate, properly formatted, and clearly presented.	The project report follows the specified format. References and citations are appropriate but not presented clearly or consistently.	The project report generally follows the specified format but contains some errors. References and citations are insufficient or poorly documented.
		2	1	0
2	Description of Concepts and Technical Details (GA) Max marks: 2	Provides a complete and clear explanation of key concepts, along with a strong and detailed description of the technical requirements of the project.	Explains key concepts clearly, but the description of technical requirements lacks depth and detail.	Provides a basic explanation of key concepts with limited relevance to existing literature, and the technical requirements are insufficiently described.
		2	1	0
3	Conclusion and Discussion (GA) Max marks: 2	Results are presented in a clear and highly appropriate manner. The project is well summarized with strong conclusions, and future extensions are clearly and thoughtfully specified.	Results are presented clearly. The project summary and conclusions are adequate but lack depth. Future extensions are mentioned.	Results presentation is not very satisfactory. The project summary and conclusions are weak, though future extensions are mentioned with limited clarity.



Prof. H. Narayana Murthy
President, Sharnbasveshwar Vidya Vardhaka Sangha
Doddaballapur, Karnataka-India



Prof. Chittaranjan Daddappa Appa
V. Narasimhaiah Narasimhaiah
Sharnbasveshwar Sangha



Prof. Dr. Sharnbasveshwar Appa
V. Narasimhaiah Narasimhaiah
Sharnbasveshwar Sangha



Prof. Daddappa Appa
V. Narasimhaiah Narasimhaiah
Sharnbasveshwar Sangha



Prof. Daddappa Appa
V. Narasimhaiah Narasimhaiah
Sharnbasveshwar Sangha

Rubric #R5: Evaluation by Guide

Maximum Marks*: 10

Sl.No	Criteria	Excellent	Good	Average
1	Self-Motivation and Determination (IA) Max marks: 2	2	1	0
		Demonstrates strong self-motivation and consistently works with determination to successfully complete the project.	Completes the project but shows occasional lack of self-motivation and consistency	Shows a lack of self-motivation and determination, affecting project progress.
		2	1	0
2	Working within a Team (IA) Max marks: 2	3-4	1-2	0
		Actively collaborates and communicates effectively within the group, while respecting and integrating others' ideas.	Participates in discussions and exchanges ideas but requires some guidance to collaborate effectively.	Makes little or no effort to collaborate or communicate within the team.
		3-4	1-2	0
3	Technical Knowledge and Awareness related to the Project (IA) Max marks: 4	Demonstrates extensive and in-depth knowledge related to the project.	Shows fair and adequate knowledge related to the project.	Lacks sufficient knowledge related to the project
4	Regularity (IA) Max marks: 2	2	1	0
		Consistently reports to the guide and maintains a high level of regularity and dedication in work.	Reports to the guide occasionally but lacks consistency in work.	Irregular in reporting and shows inconsistency in work progress.



Prof. H. Mahalingam Dr. Subrahmanyam S. Appa
Professor, Sharnbasveshwar Vidya Vardhaka Sangha
Doddaballapur, Karnataka



Prof. Chittanendra Daddappa Appa
Prof. H. Mahalingam Dr. Subrahmanyam S. Appa
Doddaballapur, Karnataka



Prof. Dr. Sharnbasveshwar Appa
Prof. H. Mahalingam Dr. Subrahmanyam S. Appa
Doddaballapur, Karnataka



Prof. Daddappa Appa
Prof. H. Mahalingam Dr. Subrahmanyam S. Appa
Doddaballapur, Karnataka



Prof. Daddappa Appa
Prof. H. Mahalingam Dr. Subrahmanyam S. Appa
Doddaballapur, Karnataka

Rubrics for Project SEE (50 Marks)

Sl. No.	Criteria	Excellent	Good	Average
1	Project Work (GA) Max Marks:25	15-25	10-14	1-9
		Well-planned design with the expected output.	Good design with the expected output.	Basic design with partial output.
2	Presentation (IA) Max Marks:15	10-15	5-9	1-4
		Confident delivery with clear and engaging slides and good time management.	Understandable but less engaging, with minor issues in slides or time management.	Poor delivery, weak slides, and lack of engagement.
3	Viva (IA) Max Marks:5	4-5	2-3	0-1
		Strong subject knowledge with confident answers.	Basic understanding but some unclear answers.	Limited knowledge with unclear responses.
4	Paper Publications (GA) Max Marks:5	5	3-4	1-2
		Scopus Indexed Journal	International Conference	Other Journals

Rubrics for Mini Project SEE and CIE (50 Marks)

Phase – I (25 Marks)

Sl. No.	Criteria	Excellent	Good	Average
1	Identification of Problem Domain and Detailed Analysis (GA) Max Marks: 05	5	3-4	1-2
		Provides a comprehensive and in-depth explanation of the project's purpose and clearly justifies the need for the project.	Gives a clear explanation of the project's purpose and its necessity, with reasonable detail.	Offers a basic explanation of the project's purpose and need, but lacks depth and clarity.
2	Objectives and Methodology of the Proposed Work (GA) Max Marks: 05	5	3-4	1-2
		Clearly defines all objectives of the proposed work and provides a well-structured, detailed methodology with justified steps to address the problem.	States the objectives with reasonable justification and outlines the methodology, though detailed explanation is limited.	Lists some objectives with weak or incomplete justification; methodology is unclear and lacks proper explanation of steps.
3	Design Methodology (GA) Max Marks: 10	8-10	4-7	1-3
		The problem is systematically divided into well-defined modules, with an appropriate and well-justified selection of the computing framework. The design methodology is clearly explained and strongly supported with justification.	The problem is divided into modules with a suitable choice of computing framework. The design methodology is appropriate, though the justification lacks depth or detailed explanation.	The problem is divided into modules, but the selection of the computing framework is not appropriate. The design methodology is poorly defined and lacks proper justification.



Prof. H. Mahalinga Swamiji
President, Sharnbasveshwar Vidya Vardhaka Sangha
Doddaballapur, Karnataka, India



Prof. Chittaranjan Dasgupta
V. Mahalinga Swamiji, Sharnbasveshwar
Doddaballapur, Karnataka, India



Prof. Dr. Sharnbasveshwar Appa
V. Mahalinga Swamiji, Sharnbasveshwar
Doddaballapur, Karnataka, India



Prof. Dr. Daddappa Appa
V. Mahalinga Swamiji, Sharnbasveshwar
Doddaballapur, Karnataka, India



Prof. Dr. Daddappa Appa
V. Mahalinga Swamiji, Sharnbasveshwar
Doddaballapur, Karnataka, India

4	Demonstration and Presentation (IA) Max Marks :5	5	3-4	1-2
		All objectives are achieved within the specified timeframe. Presentation content is well-organized, clear, and relevant. Delivery is confident, with proper eye contact, clear voice, and effective spoken language.	Objectives are achieved within the timeframe. Presentation content is appropriate but not well organized. Delivery is satisfactory, with clear voice and good language, though eye contact may be inconsistent.	Objectives are achieved but presentation lacks organization. Delivery is not satisfactory, with average demonstration skills and limited effectiveness in communication.

Phase – II (25 Marks)

Sl.	Criteria	Excellent 8-10	Good 4-7	Average 1-3
1	Project Demonstration (GA) Max marks:10	All defined objectives are successfully achieved. Each module functions correctly and is clearly demonstrated. All modules are well integrated, and the overall system operates accurately and efficiently.	All defined objectives are achieved. Individual modules function properly and are demonstrated well; however, integration between modules is incomplete, resulting in less satisfactory overall system performance.	All defined objectives are achieved and modules work well individually and are demonstrated properly. However, the modules are not effectively integrated, leading to poor overall system functionality.
2	Presentation (IA) Max marks:10	Presentation content is appropriate and delivered effectively. The speaker maintains proper eye contact, speaks clearly, and uses good language throughout.	Presentation content is appropriate and delivered clearly. The speaker uses good language and maintains a clear voice, though eye contact with the audience is limited.	Presentation content is appropriate but delivery is weak. The speaker maintains minimal eye contact and has an unclear or inconsistent voice.
3	Report Evaluation Max marks:5	The project report strictly follows the specified format. References and citations are appropriate, properly formatted, and clearly presented.	The project report follows the specified format. References and citations are appropriate but not presented clearly or consistently.	The project report generally follows the specified format but contains some errors. References and citations are insufficient or poorly documented.



Rubrics for Internship CIE (50 Marks)
Phase-I Evaluation Rubric (25 Marks)

Sl. No.	Criteria	Excellent	Good	Average
1	Company Profile & Internship Objectives (Max Marks: 5)	5	3-4	0-2
		Clearly explains company background, domain, organizational structure, internship objectives, and relevance of assigned work/project.	Explains company profile and internship objectives with adequate clarity and relevance, though some details may be missing.	Provides limited or unclear explanation of company profile and internship objectives.
2	Technical Knowledge & Concepts (IA) (Max Marks: 7)	6-7	4-5	0-3
		Demonstrates strong understanding of technical concepts, tools, technologies, implementation, and practical applications with relevant examples.	Demonstrates satisfactory understanding of concepts and tools with acceptable explanation and implementation details.	Demonstrates limited understanding of technical concepts and applications with unclear explanations.
3	Weekly Activities & Progress (IA) (Max Marks: 8)	7-8	4-6	0-3
		Weekly activities are systematically documented with clear outcomes, learning, progress tracking, initiative, and consistency.	Activities are documented adequately with reasonable clarity and evidence of progress and learning.	Activities are incomplete, unclear, or poorly documented with weak progress tracking.
4	Midterm Presentation & Communication (IA) (Max Marks: 5)	5	3-4	0-2
		Presentation is highly organized, confident, engaging, and professionally delivered with excellent clarity and time management.	Presentation is understandable and reasonably organized with good communication and confidence.	Presentation lacks clarity, confidence, organization, or effective communication.



Prof. H.M. Dr. Subashini S. Appa
Professor, Sharnbasveshwar Vidya Vardhaka Sangha
Doddaballapur, Karnataka



Prof. Chittanendra Daddappa Appa
Prof. H.M. Dr. Subashini S. Appa
Doddaballapur, Karnataka



Prof. Dr. Sharnbasveshwar Appa
Prof. H.M. Dr. Subashini S. Appa
Doddaballapur, Karnataka



Prof. H.M. Dr. Subashini S. Appa
Professor, Sharnbasveshwar Vidya Vardhaka Sangha
Doddaballapur, Karnataka



Prof. H.M. Dr. Subashini S. Appa
Professor, Sharnbasveshwar Vidya Vardhaka Sangha
Doddaballapur, Karnataka

Phase-II Evaluation Rubric (25 Marks)

Sl. No.	Criteria	Excellent 6-7	Good 4-5	Average 0-3
1	Technical Knowledge & Implementation (IA) (Max Marks: 7)	Demonstrates strong technical expertise with clear explanation of methodologies, implementation, problem-solving, and outcomes achieved.	Demonstrates satisfactory technical understanding with acceptable implementation details and explanation.	Demonstrates limited understanding with incomplete implementation and unclear explanations.
2	Analysis of Work & Weekly Outcomes (IA) (Max Marks: 6)	Effectively analyzes tasks completed, challenges faced, solutions implemented, and weekly outcomes with measurable progress and reflections.	Provides reasonable analysis and explanation of work completed and outcomes achieved.	Provides limited analysis with unclear outcomes and insufficient reflection.
3	Internship Report & Documentation (IA) (Max Marks: 6)	Report is comprehensive, well-structured, professionally formatted, and includes objectives, methodology, analysis, findings, and conclusion clearly.	Report contains adequate information with acceptable structure, clarity, and organization.	Report is incomplete, poorly organized, and lacks clarity or sufficient analysis.
4	Final Presentation & Viva Voce (IA) (Max Marks: 6)	Delivers a confident, professional, and engaging presentation with excellent technical explanation, responses, and time management.	Presentation is understandable with satisfactory communication and technical explanation.	Presentation is poorly delivered with weak explanation and inability to answer questions effectively.



Prof. H. Mahalinga Swamiji
President, Sharnbasveshwar Vidya Vardhaka Sangha
Doddaballapur, Karnataka, India



Prof. Chittaranjan Dasgupta
V. Mahalinga Swamiji, Sharnbasveshwar
Doddaballapur, Karnataka, India



Prof. Dr. Sharnbasveshwar Appa
V. Mahalinga Swamiji, Sharnbasveshwar
Doddaballapur, Karnataka, India



Prof. Dr. Daddappa Appa
V. Mahalinga Swamiji, Sharnbasveshwar
Doddaballapur, Karnataka, India



Prof. Dr. Daddappa Appa
V. Mahalinga Swamiji, Sharnbasveshwar
Doddaballapur, Karnataka, India

Rubrics for Internship SEE (50 Marks)

Sl. No.	Criteria	Excellent	Good	Average
1	Type of Internship Max Marks:5	4-5	2-3	0-1
		Apprenticeship	Free	Paid
2	Internship Report Max Marks:15	10-15	6-9	0-5
		Internship report is prepared according to the specified format, minimum language errors, good explanation of the key concepts and /or the knowledge gained during internship.	Internship report prepared according to the specified formats, less language errors, average explanation of the key concepts.	Internship report not prepared according the formats , more language errors , incomplete explanation of the key concepts.
2	Presentation (IA) Max Marks:20	16-20	8-15	1-7
		Demonstrates in-depth technical knowledge; clearly explains practical applications and learning outcomes; confident, engaging delivery with effective time management.	Good technical understanding with minor gaps; explains applications with some learning outcomes; mostly confident but with minor hesitation.	Basic understanding with missing key points; limited explanation of applications and learning outcomes; adequate delivery but lacks engagement.
3	Viva (IA) Max Marks:10	7-10	4-6	1-3
		Strong subject knowledge with confident answers.	Basic understanding but some unclear answers.	Limited knowledge with unclear responses.



Prof. Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Prof. Chinnajewi Doddappa Appa
7th Mahadasaha Peethadhipati,
Sharnbasveshwar Samsthan



Prof. Dr. Sharnbasappa Appa
8th Mahadasaha Peethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Founder Chancellor, Sharnbasva University, Kalaburagi

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Sharnbasva
ಕಲಬುರಗಿ-585 103
ಕರ್ನಾಟಕ-ಭಾರತ
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ವಿಶ್ವವಿದ್ಯಾಲಯ
University
Kalaburagi-585 103
Karnataka-India
Estd.: 2017



Prof. Dr. Doddappa Appa
7th Mahadasaha Peethadhipati,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Prof. Dr. Godutal
Doddappa Appa

ANNEXURE - XV

LABARATORY CONTINUOUS EVALUATION SHEET (Max: 35 Marks)

Academic Year:

Faculty of:	
Department:	
Semester:	
Course Name with course code	
Date of Evaluation:	
Evaluator Name(s):	

Sl. No.	Experiment Title	USN	Student Name	Conduct of Experiment Max Marks: 25	Record Write-up Max Marks: 5	Viva-Voce Max Marks: 5	Total (35)	Decision	Remarks

Course Teacher Signature: _____



Prof. Dr. Dakshayani S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Chancellor, Sharnbasva University, Kalaburagi



Prof. Dr. Chinnajewi Doddappa Appa
7th Mahadasashta Pethadhipati,
Sharnbasveshwar Samsthan



Prof. Dr. Sharnbasappa Appa
8th Mahadasashta Pethadhipati, Sharnbasveshwar Samsthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Founder, Chinnajewi, Sharnbasva University, Kalaburagi

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ಶರಣಬಸವ
Sharnbasva
ಕಲಬುರಗಿ-585 103
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ವಿಶ್ವವಿದ್ಯಾಲಯ
University
Kalaburagi-585 103
Karnataka-India
Estd.: 2017



Prof. Dr. Doddappa Appa
7th Mahadasashta Pethadhipati,
Sharnbasveshwar Samsthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Prof. Dr. Madhusree Godutal
Doddappa Appa

LABARATORY INTERNAL ASSESMENT EVALUATION SHEET

(Max: 15 Marks)

Academic Year:

Faculty of:	
Department:	
Semester:	
Course Name with course code	
Date of Evaluation:	
Evaluator Name(s):	

Sl. No.	Experiment Title	USN	Student Name	Conduct of Experiment Max Marks: 10	Record Write-up Max Marks: 2	Viva-Voce Max Marks: 3	Total (15)	Decision	Remarks

Course Teacher Signature: _____



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ಶರಣಬಸವ
Sharnbasva
ಕಲಬುರಗಿ-585 103
ಕರ್ನಾಟಕ-ಭಾರತ
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University
Kalaburagi-585 103
Karnataka-India
Estd.: 2017



PROJECT SCREENING PHASE – EVALUATION SHEET
(Rubric R1: Project Synopsis / Proposal Evaluation – Max: 5 Marks)

Academic Year:

Faculty of:	
Department:	
Semester:	
Course Name with course code	
Date of Evaluation:	
Evaluator Name(s):	

Sl. No.	Project Title	USN	Student Name	Problem Domain (2)	Existing System (2)	Objectives & Methodology (1)	Total (5)	Decision	Remarks

Evaluator Signature: _____

Project Coordinator: _____



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Sharnbasva
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ಕರ್ನಾಟಕ-ಭಾರತ
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University
Kalaburagi-585 103
Karnataka-India
Estd.: 2017



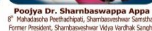
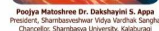
MID- TERM PROJECT – EVALUATION SHEET
(Rubric R2: Mid-term Project Evaluation (Phase I) – Max: 10 Marks) **Academic Year:**

Faculty of:	
Department:	
Semester:	
Course Name with course code	
Date of Evaluation:	
Evaluator Name(s):	

Sl. No.	Project Title	USN	Student Name	Design Methodology Max Marks: 5	Planning of Project Work & Team Structure Max Marks: 3	Demonstration & Presentation Max Marks: 2	Total (10)	Decision	Remarks

Evaluator Signature: _____

Project Coordinator: _____



END SEMESTER INTERNAL PROJECT – EVALUATION SHEET

(Rubric R3: End Semester Internal Project Evaluation (Phase II)– Max: 15 Marks)

Academic Year:

Faculty of:	
Department:	
Semester:	
Course Name with course code	
Date of Evaluation:	
Evaluator Name(s):	

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Evaluator Signature: _____

Project Coordinator:



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Sharnbasva
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ಕರ್ನಾಟಕ-ಭಾರತ
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University
Kalaburagi-585 103
Karnataka-India
Estd.: 2017



PROJECT REPORT – EVALUATION SHEET
(Rubric R4: Project Report Evaluation (Phase III) – Max: 10 Marks)

Academic Year:

Faculty of:	
Department:	
Semester:	
Course Name with course code	
Date of Evaluation:	
Evaluator Name(s):	

Sl. No.	Project Title	USN	Student Name	Project Report (Format, References & Citations) Max Marks: 6	Description of Concepts & Technical Details Max Marks: 2	Conclusion & Discussion Max Marks: 2	Total (10)	Decision	Remarks

Evaluator Signature: _____

Project Coordinator: _____



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ಸ್ಥಾಪನೆ : 2017



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Karnataka-India
Estd.: 2017



GUIDE – EVALUATION SHEET
(Rubric R5: Evaluation by Guide – Max: 10 Marks)

Academic Year:

Faculty of:	
Department:	
Semester:	
Course Name with course code	
Date of Evaluation:	
Evaluator Name(s):	

Sl. No.	Project Title	USN	Student Name	Self-Motivation & Determination Max Marks: 2	Teamwork & Collaboration Max Marks: 2	Technical Knowledge & Awareness Max Marks: 4	Regularity & Commitment Max Marks: 2	Total (10)	Decision	Remarks

Evaluator Signature: _____

Project Coordinator: _____



Prof. Dr. Subashini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Charolite, Sharnbasveshwar University, Kalaburagi



Prof. Dr. Chiranjeevi Doddappa Appa
7th Mahadeswara Peethacharya, Sharnbasveshwar Samasthan
Sharnbasveshwar University, Kalaburagi



Prof. Dr. Sharnbaswappa Appa
8th Mahadeswara Peethacharya, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Founder Charolite Sharnbasveshwar University, Kalaburagi



Prof. Dr. Doddappa Appa
7th Mahadeswara Peethacharya, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha



Prof. Dr. Matoshree Godutal Doddappa Appa
7th Mahadeswara Peethacharya, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha

PROJECT EVALUATION SHEET (CIE)
(Total: 50 Marks)

Academic Year:

Faculty of:	
Department:	
Semester:	
Course Name with course code	
Date:	
Evaluator Name(s):	

Sl. No.	Project Title	USN	Student Names	R1 (5)	R2 (10)	R3 (15)	R4 (10)	R5 (10)	Total (50)	Remarks

Evaluation Components & Weightage

Review	Component	Rubric	Weightage	Marks
Review 1	Project Synopsis / Proposal	R1	10%	5
Review 2	Mid-Term Evaluation (Phase I)	R2	20%	10
Review 3	End Semester Evaluation (Phase II)	R3	30%	15
Review 4	Project Report Evaluation	R4	20%	10
Review 5	Evaluation by Guide	R5	20%	10

Remarks & Signatures

General Remarks: _____

Project Guide: _____

Project Coordinator: _____



Pooja Mahabhee Dr. Subashini S. Appa
President, Sharnbasveshwar Vidya Vardhaka Sangha
Charolite, Sharnbaswa University, Kalaburagi



Pooja Chiranjeevi Daddappa Appa
7th Mahadesha Peethadhipati,
Sharnbasveshwar Samasthan



Pooja Dr. Sharnbasappa Appa
8th Mahadesha Peethadhipati, Sharnbasveshwar Samasthan
Former President, Sharnbasveshwar Vidya Vardhaka Sangha
Founder Charolite Sharnbaswa University, Kalaburagi



Pooja Daddappa Appa
7th Mahadesha Peethadhipati,
Sharnbasveshwar Samasthan
Founder President, Sharnbasveshwar
Vidya Vardhaka Sangha



Matoshree Godutal
Daddappa Appa

INTERNSHIP CIE EVALUATION SHEET (50 Marks)

Academic Year:

Faculty of:	
Department:	
Semester:	
Course Name with course code	
Date of Evaluation:	
Evaluator Name(s):	

Sl. No.	Project Title	USN	Student Name	Midterm Presentation Phase – I (25 Marks)	Midterm Presentation Phase – II (25 Marks)	Total (10)	Decision	Remarks

Evaluator Signature: _____

Internship Coordinator: _____



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Estd.: 2017



MINI PROJECT CIE EVALUATION SHEET (50 Marks)

Academic Year:

Faculty of:	
Department:	
Semester:	
Course Name with course code	
Date of Evaluation:	
Evaluator Name(s):	

Sl. No.	Project Title	USN	Student Name	Project Work Max Marks: 25	Presentation Max Marks: 15	Viva-Voce Max Marks: 10	Total (10)	Decision	Remarks

Evaluator Signature: _____

Project Coordinator: _____



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UGC Status: Letter No. F.8-29/2017(CPP-IPU), Dated 20 Dec. 2017 Enlisted by the University Grants Commission, New Delhi, in the list of Private Universities in India & Letter No. F.8-29/2017(CPP-IPU) / 86284 Dated 6th Aug 2025
A Private University enacted by Govt. of Karnataka as "Sharnbasva University Act, 2012" Karnataka Act No. 17 of 2013, Notification No. ED 144 URC 2016 dated 29/07/2017, Approved by AICTE/COA/PCI

: RECOGNITION :



GUIDED BY VISIONARY LEADERSHIP OF

Poojya Matoshree Dr. Dakshayani S Appa

Hon'ble Chancellor.

OFFICERS OF THE UNIVERSITY



Shri Basavaraj S. Deshmukh
Hon'ble Secretary
Sharnbasveshwar Vidya Vardhak Sangha
Member, BOG, Sharnbasva University, Kalaburagi



Prof. Anilkumar G. Bidve
Hon'ble Vice-Chancellor
Sharnbasva University, Kalaburagi

Dr. Lakshmi Patil
Registrar
9108925094

Dr. S. H. Honnalli
Registrar (Evaluation)
9108925095

Dr. Kiran Maka
Finance Officer
9108925097

Dr. Shivkumar Jawalgi
Dean
9108925096

PROGRAMMES OFFERED

UG CET Code: E128 PG CET Code: T950

FACULTY OF ENGINEERING & TECHNOLOGY

B. Tech.

- Artificial Intelligence & Data Science
- Computer Science & Engineering
- Computer Science & Engineering(AI)
- Civil Engineering
- Electronics & Communication Engg.
- Electrical & Electronics Engineering
- Energy Engineering
- Mechanical Engineering

M. Tech.

- Artificial Intelligence & Data Science
- Computer Science & Engineering
- Cyber Security
- Power Systems & Power Electronics
- Machine Design
- Structural Engineering
- VLSI & Embedded Systems

FACULTY OF PHARMACEUTICAL SCIENCES

D.Pharm. : Diploma in Pharmacy

B.Pharm. : Bachelor of Pharmacy

FACULTY OF LANGUAGES

M.A. : Kannada

M.A. : English

UG CET Code: E198 PG CET Code: T985

FACULTY OF ENGINEERING & TECHNOLOGY (Women)

B. Tech.

- Computer Science & Engineering
- Computer Science & Engineering(AI&ML)
- Civil Engineering
- Electronics & Communication Engg.
- Electrical & Electronics Engineering

M. Tech.

- Computer Science & Engineering
- Digital Communication & Networking

FACULTY OF SCIENCE & TECHNOLOGY

B. Sc. / B.Sc. Honor

Artificial Intelligence, Cyber Security,
Forensic Science, Physics, Data Scienc, Chemistry
Mathematics, Biology.

M. Sc.

Botany, Data Science, Mathematics,
Physics, Zoology

UG CET Code: E270

FACULTY OF ARCHITECTURE

B. Arch. : Bachelor of Architecture

FACULTY OF YOGA

M.A. : Yoga

M.Sc. : Yoga

PG CET Code: B369

FACULTY OF BUSINESS STUDIES

BBA : Bachelor of Business Administration

BBA (TT) : BBA (Tourism & Travel Mgmt.)

MBA : Master of Business Administration

MBA (TT) : MBA (Tourism & Travel Mgmt.)

MBA (HA) : MBA (Hospital Administration.)

M.Com. : Master of Commerce

BBA : Bachelor of Business Administration (Women)

MBA : Master of Business Administration (Women)

PG CET Code: C514

FACULTY OF COMPUTER APPLICATIONS

BCA : Bachelor of Computer Applications

BCA : BCA (AI and ML)

BCA : BCA (Cyber Security)

MCA : Master of Computer Applications

BCA : Bachelor of Computer Applications (Women)

BCA : BCA (AI and ML) (Women)

FACULTY OF SOCIAL SCIENCE

M.A. : Journalism and Mass Communication

FACULTY OF FINE ART

M.A. : Visual Arts

M.A. : Music

Ph.D. PROGRAMMES

- ♦ Computer Science & Engg. ♦ Civil Engineering ♦ Electronics and Communication Engineering. ♦ Electrical and Electronics Engineering ♦ Mechanical Engineering
- ♦ Computer Application ♦ Business Studies ♦ Physics ♦ Chemistry ♦ Botany ♦ Zoology ♦ Mathematics ♦ Kannada ♦ English ♦ Social Science ♦ Fine Arts ♦ Music.

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SHARNBASVA UNIVERSITY

VISION

To be the fountainhead of new ideas and of innovators on the bedrock of human values in all spheres of learning.

MISSION

Academic Excellence:

We strive for academic excellence through innovative and research-intensive education while providing rigorous, relevant, and cost-effective learning experiences for fostering every learner into a global citizen.

Independent Growth:

We foster independent thinking, writing, speaking, and living, encouraging freedom of thought, expression, and questioning to develop globally competent individuals who contribute to national development.

Creativity & Entrepreneurship:

We nurture creativity, entrepreneurship, and lifelong learning, empowering students to innovate and grow.

Program Development and Delivery:

We develop and deliver value-driven academic programs that cater to local, national, and international needs, ensuring relevance and impact.

Partnerships:

We cultivate strategic partnerships with academia, business, and community to drive collaborative growth and excellence.

CORE VALUES

"Learning with Values, Leading with Service (Dasoha)"

OBJECTIVES

Deliver Value-Based Education

Provide innovative and relevant learning rooted in human values and the spirit of Dasoha (selfless service).

Develop Independent Thinkers

Encourage critical thinking, creativity, and responsible expression for holistic growth.

Promote Innovation & Entrepreneurship

Empower learners to innovate, lead, and contribute meaningfully to society.

Foster Service-Oriented Mindset

Instill the Dasoha philosophy by nurturing compassion, social responsibility, and community engagement.

Ensure Holistic Development

Build ethical values, lifelong learning habits, and global competence.

Strengthen Collaborative Ecosystem

Promote partnerships with academia, industry, and society for inclusive growth.