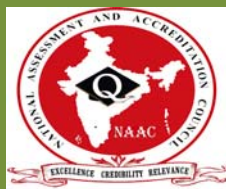


INSTITUTIONAL ACCREDITATION

Manual for Affiliated/Constituent Colleges (Effective from July 2017)



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

पि.ओ. बॉक्य नं. 1075, नागरभावी, बेंगलुरु - 560 072, भारत

An Autonomous Institution of the University Grants Commission

PB No.1075, Nagarbhavi, Bengaluru - 560 072. India

PREFACE

It is heartening that National Assessment and Accreditation Council (NAAC) has brought in new spirit into its process of assessment and accreditation. This has been attempted as a continuance of the NAAC's concern for ensuring that its processes are in tune with local, regional and global changes in higher education scenario. The revised process is being adopted from July 2017. The main focus of the revision process has been to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and scalable as well as make it ICT enabled. It also has reduced duration of accreditation process.

The revised process is an outcome of the feedback received by NAAC over a long period through various Consultative Meetings, Expert Group Meetings, which comprised of eminent academics representing the university and college sectors. In addition, the NAAC also solicited feedback through the web from the stakeholders and specifically from the academia during the Assessors Interaction Meetings (AIM). The entire revision exercise has successfully resulted in the development of an assessment and accreditation framework which is technology enabled and user friendly. Higher Education Institutions (HEIs) desirous of seeking accreditation from now on will need to understand the changes made in the process. Keeping this in mind, the Manuals have been revised separately for Universities, Autonomous Colleges and Affiliated/Constituent Colleges. The Self-Study Report (SSR) forms the backbone of the entire process of accreditation. Special effort has been made to differentiate some of the items to render them more applicable to different categories of institutions. It is hoped that the Manuals will help the HEIs to prepare for the revised process of assessment and accreditation. As always, NAAC welcomes feedback from every corner.

In an effort to enhance the accountability of the accrediting agency as well as the institutions applying for accreditation it is advised to look into the latest developments on the website of NAAC.

The contribution of the experts and NAAC officials/staff in developing the Manual is gratefully acknowledged.

July, 2017
Bengaluru

(Prof. D. P. Singh)
Director, NAAC

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SECTION A: GUIDELINES FOR ASSESSMENT AND ACCREDITATION

This Section presents the NAAC framework for Assessment and Accreditation based on the Core Values and Criteria for Assessment and Key Indicators. Further, it details out the procedures for institutional preparation for filling the Self-Study Report(SSR) online, Peer Assessment and the final Outcome of Accreditation. The procedure for Re-assessment, mechanism for Institutional Appeals and Accreditation of subsequent cycles are also presented.

I. INTRODUCTION

India has one of the largest and diverse education systems in the world. Privatization, widespread expansion, increased autonomy and introduction of programs in new and emerging areas have improved access to higher education. At the same time, it has also led to widespread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) spelt out strategic plans for the policies, advocated the establishment of an independent National Accreditation Agency. Consequently, the National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission (UGC) with its Head Quarter in Bengaluru. The mandate of NAAC as reflected in its vision statement is in making Quality Assurance(QA) an integral part of the functioning of Higher Education Institutions (HEIs).

The NAAC functions through its General Council (GC) and Executive Committee (EC) comprising educational administrators, policy makers and senior academicians from a cross-section of Indian higher education system. The Chairperson of the UGC is the President of the GC of the NAAC, the Chairperson of the EC is an eminent academician nominated by the President of GC (NAAC). The Director is the academic and administrative head of NAAC and is the member-secretary of both the GC and the EC. In addition to the statutory bodies that steer its policies and core staff to support its activities NAAC is advised by the advisory and consultative committees constituted from time to time.

Vision and Mission

The vision of NAAC is:

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

The mission statements of the NAAC aim at translating the NAAC's vision into action plans and define NAAC's engagement and endeavor as given below:

- *To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*
- *To stimulate the academic environment for promotion of quality in teaching-learning and research in higher education institutions;*
- *To encourage self-evaluation, accountability, autonomy and innovations in higher education;*
- *To undertake quality-related research studies, consultancy and training programmes, and*
- *To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Striving to achieve its goals as guided by its vision and mission statements, NAAC primarily focuses on assessment of the quality of HEIs in the country. The NAAC methodology for A&A is very much similar to that followed by QA agencies across the world and consists of self-assessment by the institution along with external peer assessment organized by NAAC.

Core Values

Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization (including liberal cross-border and trans-national educational imperatives), have necessitated marked changes in the Indian higher education system. These changes and the consequent shift in values have been taken into cognizance by NAAC while formulating the core values. Accordingly, in order to ensure external and internal validity and credibility, the QA process of NAAC is grounded within a value framework which is suitable and appropriate to the National context.

The accreditation framework of NAAC is thus based on five core values detailed below.

(i) Contributing to National Development

Most of the HEIs have a remarkable capacity to adapt to changes and at the same time, pursue the goals and objectives that they have set forth for themselves. Contributing to national development has always been an implicit goal of Indian HEIs. The role of HEIs is significant in human resource development and capacity building of individuals, to cater to the needs of the economy, society and the country as a whole, thereby, contributing to the development of the Nation. Serving the cause of social justice, ensuring equity and increasing access to higher education are a few ways by which HEIs can contribute to the national development. It is therefore appropriate that the Assessment and Accreditation (A&A) process of NAAC looks into the ways HEIs have been responding to and contributing towards national development.

(ii) Fostering Global Competencies among Students

The spiraling developments at the global level also warrant that the NAAC includes in its scope of assessment skill development of students, on par with their counterparts elsewhere in the world. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, the accreditation process of NAAC needs to examine the role of HEIs in preparing the students to achieve core competencies, to face the global challenges successfully. This requires that the HEIs be innovative, creative and entrepreneurial in their approach. Towards achieving this, HEIs may establish collaborations with industries, network with the neighborhood agencies/bodies and foster a closer relationship between the “world of competent-learning” and the “world of skilled work”.

(iii) Inculcating a Value System among Students

Although skill development is crucial to the success of students in the job market, skills are of less value in the absence of appropriate value systems. The HEIs have to shoulder the responsibility of inculcating desirable value systems among students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is a

persisting concern for inculcating the core universal values like truth and righteousness apart from other values emphasized in the various policy documents of the country. The seeds of values such as cooperation and mutual understanding during the early stages of education, have to be reiterated and re-emphasized at the higher education also through appropriate learning experiences and opportunities. The NAAC assessment therefore examines how these essential and desirable values are being inculcated in the students, by the HEIs.

(iv) Promoting the Use of Technology

Most of the significant developments that one can observe today can be attributed to the impact of Science and Technology. While the advantages of using modern tools and technological innovations in the day-to-day-life are well recognized, the corresponding changes in the use of new technologies, for teaching learning and governance of HEIs, leaves much to be desired. Technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. At a time when our educational institutions are expected to perform as good as their global partners, significant technological innovations have to be adopted. Traditional methods of delivering higher education have become less motivating to a large number of students. To keep pace with the developments in other spheres of human endeavor, HEIs have to enrich the learning experiences of their students by providing them with state-of-the-art educational technologies. The campus community must be adequately prepared to make use of Information and Communication Technology (ICT) optimally. Conscious effort is also needed to invest in hardware and to orient the faculty suitably.

In addition to using technology as a learning resource, managing the activities of the institution in a technology-enabled way will ensure effective institutional functioning. For example, documentation and data management in the HEIs are areas where the process of assessment by NAAC has made a significant impact. Moving towards electronic data management and having institutional website to provide ready and relevant information to stakeholders are desirable steps in this direction. In other words, effective use of ICT in HEIs will be able to provide ICT literacy to the campus community, using ICT for resource sharing and networking, as well as adopting ICT-enabled administrative processes. Therefore, NAAC accreditation would look at how the HEIs have put in place their electronic data management systems and electronic resources and their access to internal and external stakeholders particularly the student community.

(v) Quest for Excellence

Contributing to nation-building and skills development of students, HEIs should demonstrate a drive to develop themselves into centres of excellence. Excellence in all that they do will contribute to the overall development of the system of higher education of the country as a whole. This '*Quest for Excellence*' could start with the assessment or even earlier, by the establishment of the Steering Committee for the preparation of the Self - Study Report (SSR) of an institution. Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution.

The five core values as outlined above form the foundation for assessment of institutions that volunteer for accreditation by NAAC. The HEIs may also add their own core values to these in conformity with the goals and mission.

II. ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

The NAAC has been carrying out the process of quality assessment and accreditation of HEIs over the past two decades. Several HEIs have gone through this process and a sizeable number has also undergone subsequent cycles of accreditation. True to its commitment for promoting quality culture in HEIs in consonance with the overall developments in the field of education as well as the outside world, NAAC has strived to be sensitive to these and adequately reflect these in its processes. The A&A process of NAAC continues to be an exercise in partnership of NAAC with the HEI being assessed. As is known by now, the A&A process of NAAC is being revised and this revision attempts to enhance such a partnership. Over years the feedback procured from the HEIs, other stakeholders and the developments in the national scene – all have contributed to making appropriate revisions in the process so as to accelerate the process with greater quality rigor.

Revised Assessment and Accreditation Framework

The Revised Assessment and Accreditation (A&A) Framework is launched in July 2017. It represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. The Shift is:

- from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
- towards extensive use of ICT confirming scalability and robustness
- in terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on
- In terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks
- introducing pre-qualifier for peer team visit, as 30% of system generated score.
- introducing *System Generated Scores* (SGS) with combination of online evaluation (about 70%) and peer judgement (about 30%)
- in introducing the element of *third party validation* of data and the possibility of roping in multiple agencies
- in adopting a 100% off site evaluation of HEIs applying for 4th cycle accreditation; on-site visits in exceptional cases
- in providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges
- in revising several metrics to bring in enhanced participation of students and alumni in the assessment process

Focus of Assessment

The NAAC continues with its focus on quality culture of the institution in terms of Quality Initiatives, Quality Sustenance and Quality Enhancement, as reflected in its vision, organization, operations and the processes. Experience has reiterated that these can be ascertained either by on site observations and/or through the facts and figures about the various aspects of institutional functioning. The Revised Manual places greater confidence in the latter as reflective of internal institutional processes.

In line with NAAC's conviction that quality concerns are institutional, Quality Assessment can better be done through self-evaluation. The self-evaluation process and the subsequent preparation of the Self Study Report (SSR) to be submitted to NAAC involves the participation of all the stakeholders – management, faculty members, administrative staff, students, parents, employers, community and alumni. While the participation of internal stakeholders i.e. management, staff and students provide credibility and ownership to the activity and could lead to newer initiatives, interaction with the external stakeholders facilitate the development process of the institution and their educational services. Overall, the quality assessment is expected to serve as a catalyst for institutional self-improvement, promote innovation and strengthen the urge to excel.

It is attempted to enlarge the digital coverage of the entire process of A&A. This, it is believed, will not only accelerate the process but also bring in greater objectivity into the process.

The possible differentiation required in respect of HEIs which are going for subsequent cycles of A&A, appropriate scope has been provided in the Process. This will allow the HEIs to appropriately represent the developments they have attempted after the previous A&A cycle.

III. QUALITY INDICATOR FRAMEWORK (QIF)

The criteria based assessment forms the backbone of A&A process of NAAC. The seven criteria represent the core functions and activities of a HEI. In the revised framework not only the academic and administrative aspects of institutional functioning but also the emerging issues have been included. The Seven Criteria to serve as basis for assessment of HEIs are:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Under each Criterion a few Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics which actually elicit responses from the HEIs. These seven criteria along with their KIs are given below explicating the aspects they represent.

Criterion I: - Curricular Aspects

The Curricular Aspects are the mainstay of any educational institution. However, the responsibilities of various HEIs in this regard vary depending on their administrative standing. That is, an Affiliated/Constituent College is essentially a teaching unit which depends on a larger body namely university for legitimizing its academic and administrative processes. Its engagement with curricular aspects is mainly in their implementation while its participation in curriculum development, procedural detailing, assessment procedures as well as certification is peripheral and these are “givens”. Whereas a University has the mandate to visualize appropriate curricula for particular programmes, revise/update them periodically, ensure that the outcomes of its programmes are defined by its bodies. In case of Autonomous Colleges curricular responsibilities are similar to the Universities.

Criterion I pertains to the practices of an institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development, feedback system and involvement of stakeholders in curriculum updation are also gauged.

The focus of Criterion I is captured in the following Key Indicators:

KEY INDICATORS

- 1.1*(U) -Curriculum Design and Development
- 1.1*(A) - Curriculum Planning and Implementation
- 1.2 Academic Flexibility
- 1.3 Curriculum Enrichment
- 1.4 Feedback System

*(U) - applicable only for Universities and Autonomous Colleges

*(A) - applicable only for the Affiliated/Constituent Colleges

1.1 *(U) Curriculum Design and Development

One of the significant responsibilities of Universities and Autonomous Colleges is Curriculum Design and Development and thus are expected to have processes, systems and structures in place to shoulder this responsibility. Curriculum Design and Development is a complex process of developing appropriate need-based inputs in consultation with expert groups, based on the feedback from stakeholders. This results in the development of relevant programmes with flexibility to suit the professional and personal needs of the students and realization of core values. The Key Indicator (KI) also considers the good practices of the institution in initiating a range of programme options and courses that are relevant to the local needs and in tune with the emerging national and global trends.

Curriculum evolved by the University comprises Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs), the substantive outlines of courses in every discipline (syllabus), organizational details of implementation as well as assessment of student performance and thereby attainment of PSOs and COs. The quality element is reflected in the efforts to revise, update, include emerging concerns etc., the University makes in this regard. The Curriculum designed by University may also focus on employability, entrepreneurship and skill development. The POs, PSOs, COs could be uploaded on Institutional website.

1.1 *(A) Curricular Planning and Implementation

The Affiliating/Constituent Colleges have rather insignificant role in curriculum designing and development. They adopt the curriculum overview provided by the respective universities. Each college operationalize the curriculum within the overall frame work provided, in one's own way depending on its resource potential, institutional goals and concern and so on. That is, each college visualizes the way the curriculum has to be carried out – activities, who, how, when etc. This process makes each institution unique and reflects on the concern of the college for quality in the form of values emphasized, sensitivities focused on, etc.

1.2 Academic Flexibility

Academic flexibility refers to the freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions. Supplementary enrichment programmes introduced as an initiative of the college, credit system and choice offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key indicator.

1.3 Curriculum Enrichment

Holistic development of students is the main purpose of curriculum. While this is attempted through prescribing dynamic and updated curricular inputs, the HEI is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study but contribute to sensitizing students to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies. A progressive HEI would provide a wide range of such "value-added" courses for students to choose from according to their interests and inclinations.

1.4 Feedback System

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its

relevance and appropriateness in catering to the needs of the society, economy, environment helps in improving the inputs.

A HEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also analyzing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

Criterion II: - Teaching Learning and Evaluation

Criterion II pertains to the efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order ‘*thinking*’ and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources are important considerations. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this Criterion.

The focus of Criterion II is captured in the following Key Indicators:

KEY INDICATORS

- 2.1 Student Enrolment and Profile
 - 2.2 Catering to Student Diversity
 - 2.3 Teaching-Learning Process
 - 2.4 Teacher Profile and Quality
 - 2.5 Evaluation Process and Reforms
 - 2.6 Student Performance and Learning Outcomes
 - 2.7 Student Satisfaction Survey
-

2.1 Student Enrolment and Profile

The process of admitting students to the programmes is through a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory/governing agencies including state and central governments. Apart from the compliance to the various regulations the institution puts forth efforts in ensuring equity and wide access having representation of student community from different geographical areas and socio-economic, cultural and educational backgrounds. These will be reflected in the student profile.

2.2 Catering to Student Diversity

The HEIs are expected to satisfy the needs of the students from diverse backgrounds including backward community as well as from different locales. They

would make special efforts to bring in students from special categories, reach out to their special learning needs by initial assessment of their learning levels and provide for them; possible variations over years and how and what is done to deal with such; in uni-gender institutions explicit efforts made to sensitise students about the other gender; and the like.

2.3 Teaching-Learning Process

Diversity of learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities of the institution are rendered to be relevant for the learner group. The learner-centered education through appropriate methodologies such as participative learning, experiential learning and collaborative learning modes, facilitate effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning. Interactive and participatory approaches, if employed, create a feeling of responsibility in learners and makes learning a process of construction of knowledge. Of late, digital resources for learning have become available and this makes learning more individualised, creative and dynamic. Quality of learning provided in the institution depends largely on teacher readiness to draw upon such recently available technology supports and also the initiative to develop such learning resources to enrich teaching-learning; on teacher's familiarity with Learning Management Systems (LMSs), other e-resources available and how to meaningfully incorporate them in one's scheme of teaching-learning.

2.4 Teacher Profile and Quality

“Teacher quality” is a composite term to indicate the quality of teachers in terms of their qualification, teacher characteristics, adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities. Teachers take initiative to learn and keep abreast with the latest developments, to innovate, continuously seek improvement in their work and strive for individual and institutional excellence.

2.5 Evaluation Process and Reforms

This Key Indicator looks at issues related to assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. One of the purposes of evaluation is to provide development-inducing feedback. The qualitative dimension of evaluation is in its use for enhancing the competence of students. Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes.

These specifications are stated as PSOs and COs. The quality of assessment process in a HEI depends on how well the examination system actually tests the PSOs and COs, quality of questions, extent of transparency in the system, extent of development inducing feedback system and regularity in the conduct of examinations and declaration of results as well as the regulatory mechanisms for prompt action on possible errors.

2.6 Student Performance and Learning Outcomes

The real test of the extent to which teaching learning has been effective in a HEI is reflected in the student performance in the examinations. Student performance is seen as the realization of learning outcomes which are specifications of what a student should be capable of doing on successful completion of a course and/or a programme.

2.7 Student Satisfaction Survey

All the efforts of teachers and the institution to make learning a meaningful process can be considered impactful only to the extent students perceive it to be meaningful. Their satisfaction level is decided by the kinds of experiences they undergo, the extent of the “comfort” feeling as well as intellectual stimulation the learning situations provide. Their feedback significantly showcases the actual quality of teaching learning process enabling identification of the strengths of teaching as well as the possible improvements. Student satisfaction, thus, is a direct indicator of the effectiveness of teaching learning in the institution. It may be impractical to capture this aspect from every student; however, every HEI can resort to a sample survey on a formalized basis to capture this significant feature. This is the reason the revised assessment framework of NAAC adopts survey of student satisfaction.

Criterion III: - Research, Innovations and Extension

This Criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, innovations and extension. It deals with the facilities provided and efforts made by the institution to promote a ‘research culture’. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this Criterion.

The focus of Criterion III is captured in the following Key Indicators:

KEY INDICATORS

- 3.1 *(U) Promotion of Research and Facilities
 - 3.2 Resource Mobilization for Research
 - 3.3 Innovation Ecosystem
 - 3.4 Research Publications and Awards
 - 3.5 *(U) Consultancy
 - 3.6 Extension Activities
 - 3.7 Collaboration
-

**** (U) Applicable for Universities/Autonomous Colleges only and Not Applicable to Affiliated Colleges/ Constituent Colleges***

3.1 *(U) Promotion of Research and Facilities

**** (U) Applicable for Universities/Autonomous Colleges only and Not Applicable to Affiliated Colleges/ Constituent Colleges***

The promotion of research is a significant responsibility of the HEIs particularly for Universities without which a 'research culture' on campus cannot be realised. The HEIs have to be actively engaged in this through evolving appropriate policies and practices, making adequate resources available, encouraging active research involvement of teachers and scholars in research as well as recognizing any achievement of teachers through research. It also includes responsiveness and administrative supportiveness (procedural flexibility) in the institution in utilizing the supports and resources available at the Government agencies and/or other agencies. Required infrastructure in terms of space and equipment and support facilities are made available on the campus for undertaking research. The institution collaborates with other agencies, institutions, research bodies for sharing research facilities and undertaking collaborative research.

3.2 Resource Mobilisation for Research

The institution provides support in terms of financial, academic and human resources required and timely administrative decisions to enable faculty to submit project proposals and approach funding agencies for mobilizing resources for research. The institutional support to its faculty for submitting research projects and securing external funding through flexibility in administrative processes and infrastructure and academic support are crucial for any institution to excel in research. The faculty are empowered to take up research activities utilizing the existing facilities. The institution encourages its staff to engage in interdisciplinary and interdepartmental research activities and resource sharing.

3.3 Innovation Ecosystem

The Institution has created an ecosystem for innovation including incubation centre and other initiatives for creation and transfer of knowledge. The institution conducts workshop/seminars on Intellectual Property Rights (IPR), Industry-Academia Innovative practices. Awards for innovation won by institution/teachers/research scholars/students, start-ups incubated on-campus are explicitly commended by the institution.

3.4 Research Publications and Awards

Exploration and reflection are crucial for any teacher to be effective in one's job. Quality research outcome is beneficial for the discipline, society, industry, region and the nation. Sharing of knowledge especially theoretical and practical findings of research through various media enhances quality of teaching and learning. Research acumen in an institution is an evolving feature reflecting various research output with clear records such as- doctoral, post-doctoral, projects and inventions and discoveries, number of patents obtained, number of research publications.

3.5 *(U) Consultancy

** (U) Applicable for Universities/Autonomous Colleges only and Not Applicable to Affiliated Colleges/ Constituent Colleges*

Activity organized or managed by the faculty for an external agency for which the expertise and the specific knowledge base of the faculty becomes the major input. The finances generated through consultancy are fairly utilized by the institution. The faculty taking up consultancy is properly rewarded. University is a resource pool with several persons engaged in research at various levels. Consultancy shows the credibility of the university's research acumen in the outside world. While the university personnel extend their expertise to other agencies the University also generates some revenue along with the research faculty. For this it is necessary that the university has a formalized policy on consultancy with clear specification of revenue sharing between the teacher and the institution. This may not be a formalized aspect of a Constituent / Affiliated College.

3.6 Extension Activities

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization leads to mutual benefit to both the parties. The processes and strategies inherent in such activities relevantly sensitize students to the social issues and contexts. Sustainable practices of the institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learner as well as the community.

Extension also is the aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value, especially in rural India.

3.7 Collaboration

Through collaboration the HEIs maintain a closer contact with the work field. It helps keep the academic activities in the HEI in a more realistic perspective and also expand the scope of learning experiences to students. Collaboration can be sought with academic institutions or industry or other agencies of professional and social relevance. The range of activities could include training, student exchange, faculty exchange, research and resource sharing, among others. For making collaborative endeavor impactful it is necessary there is a formal agreement or understanding between the institution and other HEIs or agencies for such activities.

Criterion IV: - Infrastructure and Learning Resources

The adequacy and optimal use of the facilities available in an institution are essential to maintain the quality of academic and other programmes on the campus. It also requires

information on how every constituent of the institution - students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns.

The focus of Criterion IV is captured in the following Key Indicators:

KEY INDICATORS

- 4.1 Physical Facilities
 - 4.2 Library as a Learning Resource
 - 4.3 IT Infrastructure
 - 4.4 Maintenance of Campus Infrastructure
-

4.1 Physical Facilities

Adequate infrastructure facilities are keys for effective and efficient conduct of the educational programmes. The growth of infrastructure thus has to keep pace with the academic developments in the institution. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra- curricular and administrative activities. A provision of expenditure in the budget is made annually for maintenance and replenishment of physical facilities which will ensure their availability on a continual basis.

4.2 Library as a Learning Resource

The library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms which enable students to acquire information, knowledge and skills required for their study programmes. A recent development in the field due to availability of digital means, the functioning of the library has undergone a drastic change. Automation of library using the ILMS, use of e-journals and books, providing remote access to e-resources in the library have become a matter of necessity. Providing for these and such other developments as well as utilizing them well are important indicators of the quality of an academic institution.

4.3 IT Infrastructure

The institution adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues. The institution deploys and employs ICTs for a range of activities.

4.4 Maintenance of Campus Infrastructure

Having adequate infrastructure is not enough for effective institutional functioning, but regular maintenance and periodic replenishment of infrastructure is essential. It is necessary that

the institution has sufficient resources allocated for regular upkeep of the infrastructure and there are effective mechanisms for the upkeep of the infrastructure facilities; and promote the optimum use of the same.

Criterion V: - Student Support and Progression

The highlights of this Criterion V are the efforts of an institution to provide necessary assistance to students, to enable them to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment.

The focus of Criterion V is captured in the following Key Indicators:

KEY INDICATORS

- 5.1 Student Support
 - 5.2 Student Progression
 - 5.3 Student Participation and Activities
 - 5.4 Alumni Engagement
-

5.1 Student Support

Facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students. Specially designed inputs are provided to the needy students with learning difficulties. Provision is made for bridge and value added courses in relevant areas. Institution has a well structured, organized guidance and counseling system in place. Students benefited through scholarships, freeships and other means should be identified by HEIs.

5.2 Student Progression

The Institution's concern for student progression to higher studies and/or to employment is a pertinent issue. Identify the reasons for poor attainment and plan and implement remedial measures. Sustainable good practices which effectively support the students facilitate optimal progression. The institutional provisions facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment. Student qualifying for state/national/international level exam or competition should be identified by HEIs.

5.3 Student Participation and Activities

The institution promotes inclusive practices for social justice and better stakeholder relationships. The institution promotes value- based education for inculcating social responsibility and good citizenry amongst its student community. The institution has the required infrastructure and promotes active participation of the students in social, cultural and leisure activities.

Encouraging students' participation in activities facilitates developing various skills and competencies and foster holistic development.

5.4 Alumni Engagement

The Alumni are a strong support to the institution. An active Alumni Association can contribute in academic matters, student support as well as mobilization of resources – both financial and non financial. The institution nurtures the alumni association/chapters to facilitate them to contribute significantly to the development of the institution through financial and non-financial means.

Criterion VI: - Governance, Leadership and Management

Effective functioning of an institution can be gauged by the policies and practices it has evolved in the matter of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership.

The focus of Criterion VI is on the following Key Indicators:

KEY INDICATOR

- 6.1 Institutional Vision and Leadership
 - 6.2 Strategy Development and Deployment
 - 6.3 Faculty Empowerment Strategies
 - 6.4 Financial Management and Resource Mobilization
 - 6.5 Internal Quality Assurance System (IQAS)
-

6.1 Institutional Vision and Leadership

Effective leadership by setting values and participative decision- making process is key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture. The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its vision.

6.2 Strategy Development and Deployment

The leadership provides clear vision and mission to the institution. The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the institutional provisions.

6.3 Faculty Empowerment Strategies

The process of planning human resources including recruitment, performance appraisal and planning professional development programmes and seeking appropriate feedback, analysis of responses and ensure that they form the basis for planning. Efforts are made to upgrade the professional competence of the staff. There are mechanisms evolved for regular performance appraisal of staff.

6.4 Financial Management and Resource Mobilization

Budgeting and optimum utilization of finance as well as mobilization of resources are the issues considered under this Key Indicator. There are established procedures and processes for planning and allocation of financial resources. The institution has developed strategies for mobilizing resources and ensures transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audit.

6.5 Internal Quality Assurance System (IQAS)

The internal quality assurance systems of HEIs are Self-regulated responsibilities of the HEIs, aimed at continuous improvement of quality and achieving academic excellence. The institution has mechanisms for academic and administrative auditing. The institution adopts quality management strategies in all academic and administrative aspects. The institution has an Internal Quality Assurance Cell (IQAC) and adopts a participatory approach in managing its provisions.

Criterion VII: - Institutional Values and Best Practices

An educational institution operates in the context of the larger education system in the country. In order to be relevant in changing national and global contexts an educational institution has to be responsive to the emerging challenges and pressing issues. It has a social responsibility to be proactive in the efforts towards development in the larger contexts. This role of the institution is reflected in terms of the kinds of programmes, activities and preferences (values) that it incorporates within its regular functioning. The extent to which an institution is impactful in this is a sure reflection of its quality.

Every institution has a mandate to be responsive to atleast a few pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics, but the way it addresses these and evolves practices will always be unique. Every institution faces and resolves various kinds of internal pressures and situations while doing this. Some meaningful practices pertinent to such situations are evolved within the institution and these help smooth functioning and also lead to enhanced impact. Such practices which are evolved internally by the institution leading to improvements in any one aspect of its functioning – academic, administrative or organizational, - are recognized as a “best practices”. Over a period of time, due to such unique ways of functioning each institution develops distinct characteristic which becomes its recognizable attribute.

The focus of Criterion VII on the following Key Indicators:

KEY INDICATORS

- 7.1 Institutional Values and Social Responsibilities
 - 7.2 Best Practices
 - 7.3 Institutional Distinctiveness
-

7.1 Institutional Values and Social Responsibilities

The institution organizes gender equity promotion programmes. The institution displays sensitivity to issues like climate change and environmental issues. It adopts environment friendly practices and takes necessary actions such as – energy conservation, rain water harvesting, waste recycling (solid/liquid waste management, e-waste management), carbon neutral, green practices etc. The institution facilitates the differently abled (Divyangjan friendliness), effective dealing of location advantages and disadvantages (situatedness), explicit concern for human values and professional ethics etc. In other words, the concerns for social responsibilities as well as the values held by the institution are explicit in its regular activities.

7.2 Best Practices

Any practice or practices that the institution has internally evolved and used during the last few years leading to positive impact on the regular functioning of the institution can be identified as “best practice/s”. These are not any activity prescribed by some authority. At some point in time the institution evolves some innovation or a change in some aspect of functioning. This practice is relevant mainly within the institution at a given point in time. It could be in respect of teaching learning, office practices, maintenance and up keep of things or dealing with human beings or money matters. But adopting that practice has resolved the difficulty or has brought in greater ease in working in that aspect. In brief, these ‘*best practices*’ are relevant within the institutional context and may pertain to either academic or administrative or organizational aspects of institutional functioning.

7.3 Institutional Distinctiveness

Every institution would like to be recognized for certain of its attributes which make it ‘*distinct*’, or, one of its kinds. Such attributes characterize the institution and are reflected in all its activities in focus and practice.

IV. ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION BY NAAC

Higher Education Institutions (HEIs), if they have a record of at least two batches of students graduated or been in existence for six years, whichever is earlier, are eligible to apply for the process of Assessment and Accreditation (A&A) of NAAC, and fulfil the other conditions or are covered by the other provisions, if any, mentioned below:

1. Universities (Central/State/Private/Deemed-to-be) and Institutions of National Importance
 - a. Provided the Institutions /Deemed –to-be Universities and their off-campuses if any are approved by MHRD/UGC. NAAC will not consider the unapproved off-campuses for A&A.
 - b. Provided that these institutions have regular students enrolled in to the full time teaching and Research programmes offered on campus.
 - c. Provided further that the duly established campuses within the country, if any, shall be treated as part of the Universities / Institutions of National Importance for the A&A process.
 - d. NAAC will not undertake the accreditation of off-shore campuses
2. Autonomous colleges/Constituent Colleges/ Affiliated Colleges (affiliated to universities recognised by UGC as an affiliating University)
 - a) Provided the Colleges are affiliated to a University recognised by UGC for the purposes of affiliation. Constituent colleges of a Private and Deemed- to-be Universities are considered as the constituent units of the University and thus will not be considered for A&A independently. Such constituent colleges need to come along with the University
 - b) Provided the colleges/institutions not affiliated to a University are offering programmes recognized by Statutory Professional Regulatory Councils and have been recognised by Association of 2 Indian Universities(AIU) or other such Government agencies concerned, as equivalent to a degree programme of a University
3. Accredited HEIs applying for Re-assessment or Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4....) of Accreditation
 - a) Institutions, which would like to make an improvement in the accredited status, may apply for Re-assessment, after a minimum of one year and before three years of accreditation subject to the fulfilment of other conditions specified by NAAC from time to time for the purpose.
 - b) Institutions opting for Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4....) of Accreditation can submit the Institutional Information for Quality Assessment (IIQA), beginning of the last quarter of the validity period subject to the fulfilment of other conditions specified by NAAC from time to time for the purpose.
4. Any other HEIs at the discretion of NAAC.

Note:

1. The NAAC accreditation does not cover distance education units of HEIs and off-shore campuses.
2. All the institutions intending to apply for Assessment and Accreditation by NAAC need to mandatorily upload the information on All India Survey on Higher Education (AISHE) portal. AISHE code (reference number) is one of the requirements for Registration.

Note: For details on the process and the time schedules please refer NAAC website:
<http://www.naac.gov.in>

***for latest update refer to NAAC website**

V. THE ASSESSMENT PROCESS

Taking cognizance of the diversity in the kinds of institutions HEIs have been grouped under three categories namely, Universities, Autonomous Colleges and Affiliated/Constituent Colleges.

The assessment process will be carried out in three stages. As stated earlier, it will comprise three main components, viz., Self Study Report (SSR), Student Satisfaction Survey and the Peer Team Report. The SSR has a total of 121 Metrics for Affiliated / Constituent Colleges covering the seven Criteria described earlier. The SSR has two kinds of Metrics: one, those requiring quantifiable facts and figures as data which have been indicated as '*quantitative metrics*' (QnM); and two, those metrics requiring descriptive responses and are accordingly named '*qualitative metrics*' (QlM). Table 1 depicts the distribution of Key Indicators (KIs) and Metrics across them.

Table 1: Distribution of Metrics and KIs across Criteria

Type of HEIs	Universities	Autonomous Colleges	Affiliated/Constituent Colleges
Criteria	7	7	7
Key Indicators (KIs)	34	34	32
Qualitative Metrics (QlM)	38	38	42
Quantitative Metrics (QnM)	99	98	79
Total Metrics (QlM + QnM)	137	136	121

Table 2 gives the details of weightage given to the various Key Indicators and Criteria. In view of the variations in the institutional emphasis on the KIs among the three categories of HEIs, weightages have been appropriately demarcated. Each metric is designated a weightage which is indicated elsewhere in this Manual.

Table 2 Distribution of weightages across Key Indicators (KIs)

Criteria	Key Indicators (KIs)	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges
1. Curricular Aspects	1.1 *(U)Curriculum Design and Development	50	50	NA
	1.1. *(A) Curricular Planning and Implementation	NA	NA	20
	1.2 Academic Flexibility	50	40	30
	1.3 Curriculum Enrichment	30	40	30
	1.4 Feedback System	20	20	20
	Total	150	150	100
2. Teaching-Learning and Evaluation	2.1 Student Enrolment and Profile	10	20	30
	2.2 Catering to Student Diversity	20	30	50
	2.3 Teaching-Learning Process	20	50	50
	2.4 Teacher Profile and Quality	50	60	80
	2.5 Evaluation Process and Reforms	40	40	50
	2.6 Student Performance and Learning Outcomes	30	50	40
	2.7 Student satisfaction Survey	30	50	50
	Total	200	300	350
3. Research, Innovations and Extension	3.1*(U) Promotion of Research and Facilities	20	20	NA
	3.2 Resource Mobilization for Research	20	10	10
	3.3 Innovation Ecosystem	30	20	10
	3.4 Research Publications and Awards	100	20	20
	3.5 *(U) Consultancy	20	10	NA
	3.6 Extension Activities	40	50	60
	3.7 Collaboration	20	20	20
	Total	250	150	120

4. Infrastructure and Learning Resources	4.1 Physical Facilities	30	30	30
	4.2 Library as a Learning Resource	20	20	20
	4.3 IT Infrastructure	30	30	30
	4.4 Maintenance of Campus Infrastructure	20	20	20
	Total	100	100	100
5. Student Support and Progression	5.1 Student Support	30	30	50
	5.2 Student Progression	40	30	45
	5.3 Student Participation and Activities	20	30	25
	5.4 Alumni Engagement	10	10	10
	Total	100	100	130
6. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	10	10	10
	6.2 Strategy Development and Deployment	10	10	10
	6.3 Faculty Empowerment Strategies	30	30	30
	6.4 Financial Management and Resource Mobilization	20	20	20
	6.5 Internal Quality Assurance System	30	30	30
	Total	100	100	100
7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	50	50	50
	7.2 Best Practices	30	30	30
	7.3 Institutional Distinctiveness	20	20	20
	Total	100	100	100
	TOTAL SCORE	1000	1000	1000

*

(U) - applicable only for Universities and Autonomous Colleges

(A) - applicable only for the Affiliated/Constituent Colleges

NA - Not Applicable

VI. PROCEDURAL DETAILS

HEIs are expected to read the below given details carefully and note the specifications of the revised process of A&A.

1. Two Window System

Applications will be accepted from HEIs during two specified periods in an year, i.e.,
May 1st – June 30th
November 1st – December 31st

These two periods are the two “Windows” open for seeking A&A following all procedural details. Any change in the timing of window will be notified on the NAAC website.

2. Eligible HEIs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online. Duly filled in IIQAs of eligible HEIs will be accepted by NAAC for further processing and others will be rejected. NAAC will communicate to the HEIs within 10 days.

In case of rejection of IIQA applications specific suggestions would be given to HEIs to facilitate them to resubmit IIQA within the same Window or the subsequent window. An institution can reapply twice after the first attempt resulted in rejection. That is, each HEI is permitted three attempts within the same Window or the subsequent ones, with a single fee. After this, it will be considered a fresh application with required fees.

3. The SSR has to be uploaded along with the IIQA.
4. The SSR of the HEI the IIQA of which has been accepted will be subjected to further process. HEIs will ensure that their IIQAs are submitted in such a way that there is adequate time available for processing submission of the SSR within the same Window. In rare cases HEIs can submit SSR in the subsequent Window.
5. The SSR has to be submitted only online. HEIs should make necessary preparations with the required data, documents and/or responses before logging on to the SSR online. Careful study of the Manual will be of great help in this regard.
6. As indicated earlier, the SSR comprises both qualitative and quantitative metrics. The quantitative metrics add up to about 65% and the remaining about 35% are qualitative metrics.
7. Introducing pre-qualifier for peer team visit, as 30% of system generated score. Institutions securing 30% on the quantitative metrics will qualify for onsite peer review/assessment. The pre-qualifier scores are exclusive of the Student Satisfaction Survey (SSS).
8. The data submitted on quantitative metrics will be subjected to validation exercise with the help of data validation and verification partners of NAAC. The responses to qualitative metrics will be reviewed by the Peer Team on site only after the institution clears the pre-qualifier stage.
9. The process of Data Validation and Verification (DVV) by NAAC partners will be done in not more than 30 days. Any Institution found to be providing wrong information/data

during validation and verification stage may be asked for clarification or their application for A&A may be rejected.

10. On the basis of clarifications submitted by the HEIs data will again be referred to the DVV partner for review. The entire process shall not exceed 30 days.
11. After getting the report from DVV partner, NAAC will intimate the result to the HEI stating that they have successfully cleared the pre-qualifier within 10 days. This indicates that the institution has entered the next round of assessment – by the peer team during their on-site visit. The focus of Peer Team visit will be on the 30% qualitative metrics.
12. Concurrently with the DVV the Student Satisfaction Survey will be conducted online by NAAC. However, this is not a part of the pre-qualifier.
13. Peer Team visit shall be organized within 30 days from the date of clearing the pre-qualifier stage.
14. Based on the size and scope of academic offerings at the HEIs, the number of days and experts for onsite visit may vary from 2-3 days with 2-5 expert reviewers visiting the institutions. The visiting teams' role would be very specific in the revised model limited to Qualitative Metrics (**QIM**). The teams would play an important role in reviewing the intangible aspects.
15. Unlike in the past NAAC will not pre-disclose the details of the visiting teams and HEIs will not be responsible for **Logistics for the Visiting Teams**. NAAC has identified the external agencies to take care of the logistics for the peer team visit.

VII. ASSESSMENT OUTCOME

The final result of the Assessment and Accreditation exercise will be a System Generated Score (SGS) which is a combination of evaluation of qualitative and quantitative metrics. This will be compiled as a document comprising three parts.

PART I (Peer Team Report)

- Section 1: Gives the **General Information** of the institution and its context.
- Section 2: Gives Criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a **qualitative, descriptive assessment report** based on the Peer Team's critical analysis presenting strengths and weaknesses of HEI under each Criterion
- Section 3: Presents an **Overall Analysis** which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.
- Section 4: Records **Recommendations for Quality Enhancement of the Institution** (not more than **10** major ones).

PART II

This part will be a **System Generated Quality Profile** of the HEI based on statistical analysis of quantitative indicators in the NAAC's QIF (quality indicator framework). Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

PART III

Contains the **Institutional Grade Sheet** which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by a software.

The above three parts will together form “**NAAC Accreditation Outcome**” document. It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.

Grading System

A significant outcome of the assessment is the final institutional grading. After assessment, the Cumulative Grade Point Average (CGPA) of an institution is computed for those institutions which clear the grade qualifiers.

Grade Qualifiers for HEI's

A grade qualifier is prepared for the institution to qualify for valid accreditation. The idea of grade qualifiers is based on the focus of the institution. The grade qualifiers will be based on the overall score of the institution (SGS + peer team visit score).

In order to qualify for any Grade (C to A++) Institution needs to score at least 30% of the quantitative (System Generated Score) and qualitative score in each criterion.

Grade Qualifiers for University

- Minimum CrGPA of 3.01 in Criterion 1, 2 and 3 respectively (For A, A+, A++ Grade)
- Minimum CrGPA of 2.01 in Criterion 1, 2 and 3 respectively (For B, B+, B++ Grade)
- Minimum CrGPA of 1.51 in Criterion 1, 2 and 3 respectively (For C Grade)

Grade Qualifiers for Autonomous College

- Minimum CrGPA of 3.01 in Criterion 1 and 2 respectively (For A, A+, A++ Grade)
- Minimum CrGPA of 2.01 in Criterion 1 and 2 respectively (For B, B+, B++ Grade)
- Minimum CrGPA of 1.51 in Criterion 1 and 2 respectively (For C Grade)

Grade Qualifiers for Affiliated/Constituent College

- Minimum CrGPA of 3.01 in Criterion 2 and 5 respectively (For A, A+, A++ Grade)
- Minimum CrGPA of 2.01 in Criterion 2 and 5 respectively (For B, B+, B++ Grade)
- Minimum CrGPA of 1.51 in Criterion 2 and 5 respectively (For C Grade)

The scores of Student Satisfaction Survey will not be counted at Pre-qualifier Stage. However, the same would be counted at Grade Qualifier Stage.

After clearing the grade qualifier the CGPA of the institution is calculated.

Calculation of Institutional CGPA

The CGPA will be calculated based on the scores obtained from the three sources, viz., The System Generated Scores (SGS) of the quantitative Metrics which comprise about 70% of the total, the scores from the qualitative, critical appraisal by the Peer Team through on site visit and the scores obtained on the Student Satisfaction Survey. These will be collated through an automated procedure based on ‘benchmarks’ and assessed on a five point scale.

The Final Grade

On the basis of the CGPA obtained by the institution, the final grade is assigned on a seven point scale as shown in Table 3.

Table 3 Institutional Grades and Accreditation Status

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.76-4.00	A++	Accredited
3.51-3.75	A+	Accredited
3.01-3.50	A	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited
2.01-2.50	B	Accredited
1.51-2.00	C	Accredited
≤ 1.50	D	Not Accredited

Institutions which secure a CGPA equal to or less than 1.50 are notionally categorized under the letter grade “D”. Such unqualified institutions will also be intimated and notified by NAAC as “Assessed and Found not qualified for Accreditation”.

VIII. MECHANISM FOR INSTITUTIONAL APPEALS

The process of assessment and accreditation is viewed as an exercise in partnership done jointly by the NAAC and the institution being assessed. Every stage of the process is marked by transparency. The institution is consulted at various stages of the process – eliminating conflict of interest with the peers, planning the visit schedule, sharing the draft peer team report before the team leaves the campus etc. In spite of this participatory approach, there may be institutions that might have grievances to be addressed. Therefore, to provide a review mechanism for institutions who are aggrieved about the process or its outcome or any other issues related thereof, the NAAC has evolved Mechanism for Institutional Appeal.

On announcement of the A & A outcome, the institution not satisfied with the accreditation status may submit:

1. The **letter of intent** for appeal along with a request to provide the Criterion wise scores so as to reach NAAC within 30 days from the receipt of the letter intimating the accreditation status from NAAC.
2. The application for **Appeal** in the format prescribed by NAAC (refer Grievance Redressal Guidelines) should reach NAAC *within 30 days* from the date of receipt of the criterion wise scores from NAAC. The application for appeal should be submitted along with the requisite non-refundable fee of Rs. 1,00,000/- plus applicable taxes

An Appeals Committee constituted for the purpose will consider the appeal and make recommendations to the Executive Committee (EC). The decision of the EC shall be binding on the institution. For details, refer to the NAAC website: www.naac.gov.in

IX. RE-ASSESSMENT

Institutions, which would like to make an improvement in the accredited status, may volunteer for re-assessment, after a minimum of one year or before three years of accreditation. The manual to be followed for re-assessment is the same as that for the Assessment and Accreditation. However, the institution shall make specific responses based on the recommendations made by the peer team in the previous assessment and accreditation report, as well as the specific quality improvements made by the institution in the intervening period. The fee structure and other procedures would be the same as that for initial Assessment and Accreditation with the exception that the Institutions that volunteer for re-assessment will not be eligible for reimbursement of accreditation expenses, as per the “Guidelines of UGC assistance for Assessment and Accreditation”.

X. SUBSEQUENT CYCLES OF ACCREDITATION

The methodology for subsequent cycles of accreditation i.e. second and third would remain the same. However due consideration would be given to the post-accreditation activities resulting in quality improvement, quality sustenance and quality enhancement. In the SSRs institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four years (narrative not exceeding 10 pages). A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second and third or fourth cycle accreditation. From fourth cycle onwards, HEIs would be subjected to only Electronic-Assessment and Accreditation (E-A&A); on-site visits in exceptional cases.

To volunteer for subsequent cycle of accreditation, institutions should record their intent six months before the expiry of the accreditation status and initiate institutional preparations for submission of SSRs. The institutions which record their intent to volunteer for subsequent cycle of accreditation and submit the SSRs within the stipulated time may continue to use the outcome of the previous cycle of accreditation till the status of next cycle accreditation is declared by NAAC.

Institutions which fail to express intent for subsequent cycle of accreditation within the stipulated time will lose their accreditation status on completion of the five year validity period.

It may be noted that institutions under the third cycle of A&A which have obtained the highest grade for two consecutive cycles and have retained their grade in the third cycle also, will have their accreditation valid for 7 years instead of 5 years. Highest grade would refer to A++ and A+ , that is, CGPA of 3.51 and above out of 4 in the currently enforced seven point scale or on the earlier used nine point scale a grade of A and above (institutional score of 85-100).

XI. THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS

For Registration – applicable to all institutions i.e., recognized / not recognized u/s 12B of UGC Act, 1956		
Process	Total amount of A&A Fee	Amount to be paid by the Institution
Institutional Information Quality Assessment (IIQA)	Rs. 25,000/- + GST18%	Rs. 25,000/- + GST18% ** (Non-refundable)
For Universities and Professional Institutions		
1 to 10 departments	Rs. 3,75,000/- + GST18%	Rs.1,87,500/- + GST18% (50% of Total fee along with the SSR) (Non-refundable)
> 10 departments	Rs. 7,50,000/- + GST18%	Rs.3,75,000/- + GST18% (50% of Total fee along with the SSR) (Non-refundable)
The accreditation fee will be limited to a maximum amount of Rs. 6,00,000/- + GST18%, per institution.		
For Colleges (Grant-in-Aid, Private and Government)		
a. General College with multi faculties i.e., Arts, Commerce and Science	Rs. 1,85,000/- + GST18%	Rs.92,500/- + GST18% (50% of Total fee along with the SSR) (Non-refundable)
b. General College with mono faculty viz., Arts/Commerce/Science/ or any other	Rs. 1,25,000/- + GST18%	Rs.62,500/- + GST18% (50% of Total fee along with the SSR) (Non-refundable)
c. Teacher Education/Physical Education Colleges	Rs. 1,25,000/- + GST18%	Rs.62,500/- + GST18% (50% of Total fee along with the SSR) (Non-refundable)

****In case of rejection of IIQA application, HEIs may resubmit IIQA applications for maximum of three attempts without IIQA fees, including the rejection attempt, within the period of two consecutive windows.**

The fee should be remitted through a Demand Draft (DD) drawn in favour of “**The Director, NAAC**” payable at Bengaluru.

In view of the changed scenario in the process of Assessment and Accreditation the following pattern of the above fee is proposed:

1. Rs. 25,000/- + GST18% along with IIQA-Non-refundable.
 - In case of rejection of IIQA application, HEIs may resubmit IIQA applications for maximum of three attempts without IIQA fees, including the rejection attempt within the period of two consecutive windows.
2. 50% of the stipulated fee+ applicable taxes along with SSR-Non-refundable.
3. The pre-qualified HEIs will be asked to pay balance 50% of the stipulated fees+ taxes applicable as shown in column 3 above towards arranging peer team visit and taking up further process of Accreditation. If the institution does not pay the fee within 15 days, the SSR will not be processed. They have to apply again in the next window.
 - **Mandatory Taxes/GST will not be refunded.**
4. If the Institution does not take up the accreditation process within the stipulated window the fee (at Sl. No. 3) will not be returned to the institution. However, the same will be adjusted when accreditation process is taken up.
(Maximum time limit up to which it can be carried forward, has to be decided by NAAC)
5. After clearing Pre-qualifier stage the institution the Institution is eligible for Peer Team visit. The Institution has to pay as advance **towards logistic expenses, Rs.1,50,000/- (Colleges) and Rs. 3,00,000/- (Universities) and 18% GST to NAAC prior to the arrangement of Peer Team Visit.**

Professional Institutions

Professional Institutions will be charged as per the fee structure applicable to universities, i.e., Engineering and Technology, Management, Law, Health Sciences (Allopathy, Homeopathy, Ayurveda, Dental, Pharmacy, Nursing, etc.).

For subsequent cycles of accreditation

The same fee structure as proposed for accreditation.

For Re-assessment

The same fee structure as proposed for accreditation.

Mechanism for Institutional Appeal

Review of Accreditation (grievance) Rs. 1, 00,000/- + 18%GST

The institution shall bear the travel, boarding, lodging and honorarium to Peer Team Members

Provision for UGC 2f & 12B Institutions

Institutions which are recognized under section 2(f) and 12B of UGC Act and receiving the developmental grants from UGC should also pay the assessment and accreditation fees. The A&A fees and expenses on TA of peer team would be reimbursed as per NAAC guidelines on submission of the latest development grant sanction letter of UGC with an attestation by the Head of the Institution and other necessary documents. The institution covered under 2f & 12B of UGC Act will be reimbursed the actual amount spent subjected to the maximum ceiling prescribed by NAAC from time to time after the transfer of funds by UGC to NAAC for this purpose.

XII. GETTING READY FOR SUBMISSION OF SELF - STUDY REPORT (SSR)

HEIs applying for A&A process should take note of the changes in the assessment process. It must be remembered that the **SSR has to be submitted online according to the ICT format that will be made available to the Institution**. It would be helpful to read the Manual carefully and get ready with all kinds of details required to be filled up on the online format. Use this Manual for understanding the revised process of A&A and preparing for the preparation of SSR in the new online format.

Some significant hints are reiterated below.

- While submitting the IIQA ensure that, there is adequate number of days for processing the SSR within the same Window, after the date of its acceptance by NAAC
- The SSR has to be filled in online; for this NAAC will provide access to website with the SSR format to each institution at appropriate time.
- Read instruction about where to upload the documents and data, in what format data have to be presented for the various metrics and required verbal explication for the qualitative metrics.
- Kinds of information to be filled in on the SSR are given in the **QIF** presented in Section B
- The Profile of the Institution given in Section B is self-evident in seeking information about the institution.
- The QIF given in Section B indicates the kinds of data and documents required for each of the Metrics while filling up the SSR and also kinds of responses to be given.
- As an initial exercise the institution can prepare details as sought in the QIF (Section B) about the various aspects of its functioning and upload them in a protected space on the institutional website. This will make it easy to upload and/or make them available through hyperlinks whenever required.

- Some of the documents indicated such as minutes of various committees and bodies, financial details and similar items for which the institution may not like to provide in open access could be kept ready and made available through hyperlinks whenever required.
- Keep all the relevant documents and data indicated in the QIF for each Metric under all KIs as a template so that when access to online SSR is available, it's easy to provide pertinent data.
- Wherever verbal descriptions are required write briefly as indicated (eg. . . in not more than 400 words.... or.... in not more than 200 words..., etc). Ponder well and prepare the write ups explicating the highlights of the sought details about the institution without wasting space/words on 'frill' details.
- Copies of the Template for online submission of data in respect of both the quantitative and qualitative metrics are given in Section B, Sub Sections 5.1 & 5.2.
- Ensure authentic, correct data are provided through out. **Incorrect data or false details could lead to disqualification or penalty.**
- Strictly adhere to the time specifications given by NAAC.
- Some details may have to be worked out if they are not ready; eg. COs, PSOs, compiled reports from various minutes and analyses of feedback, etc...
- Keep a brief executive summary for upload as per details given (Section B).
- Do not send any information as hard copy to NAAC unless specified.
- Read the Manual completely including the Glossary and Notes. This will help in clear understanding of the terms used in the Quality Indicator Framework (QIF).

SECTION-B

Data Requirements for Self-study Report

This section given details of various data required for filling up the online format of the Self-Study Report(SSR). These viz.,

- 1. Executive Summary*
- 2. Profile of the Affiliated / Constituent College*
- 3. QIF with details of data in respect of each of the 7 A&A Criteria*
- 4. Data Templates/ Documents (Quantitative and Qualitative)*

1. Executive Summary

Every HEI applying for the A&A process shall prepare an Executive Summary highlighting the main features of the Institution including

- **Introductory Note** on the Institution: location, vision mission, type of the institution etc.
- **Criterion-wise Summary** on the Institution's functioning in not more than 250 words for each criterion.
- Brief note on **Strength Weaknesses Opportunities and Challenges (SWOC)** in respect of the Institution.
- **Any additional information** about the Institution other than ones already stated.
- **Over all conclusive explication** about the institution's functioning.

The Executive summary shall not be more than 5000 words.

2. Profile of the Affiliated / Constituent College

1. Name and Address of the College:

Name :		
Address :		
City :	Pin :	State :
Website :		

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal		O: R:			
Vice Principal		O: R:			
IQAC Co-ordinator		O: R:			

3. Status of the Institution:

Affiliated College

Constituent College

Any other (specify)

4. Type of Institution:

a. By Gender

i. For Men

ii. For Women

iii. Co-education

b. By Shift

i. Regular

ii. Day

iii. Evening

5. It is a recognized minority institution?

Yes

No

6. Sources of funding:

Government

Grant-in-aid

Self- financing

Any other

7. a. Date of establishment of the college: (dd/mm/yyyy)

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)		
ii. 12 (B)		

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC).

Statutory Regulatory Authority	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.				
ii.				
iii.				
iv.				

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes ☐ No ☐

If yes, has the College applied for availing the autonomous status?

Yes ☐ No ☐

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes ☐ No ☐

If yes, date of recognition: (dd/mm/yyyy)

b. for its performance by any other governmental agency?

☐ Yes

☐ No

If yes, Name of the agency and

Date of recognition: (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	
Campus area in sq. mts.	
Built up area in sq. mts.	

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Details of programmes offered by the college (Give data for current academic year)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under-Graduate						
	Post-Graduate						
	Integrated Programmes PG						
	Ph.D.						
	M.Phil.						
	Ph.D						
	Certificate courses						
	UG Diploma						
	PG Diploma						
	Any Other (specify and provide details)						

12. Does the college offer self-financed Programmes?

Yes ☐ No ☐

If yes, how many?

13. New programmes introduced in the college during the last five years if any?

Yes		No		Number	
-----	--	----	--	--------	--

14. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science				
Arts				
Commerce				
Any Other (Specify)				

15. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government <i>Recruited</i>										
<i>Yet to recruit</i>										
Sanctioned by the Management/ society or other authorized bodies <i>Recruited</i>										
<i>Yet to recruit</i>										

*M-Male *F-Female

16. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.							
M.Phil.							
PG							
Temporary teachers							
Ph.D.							
M.Phil.							
PG							
Part-time teachers							
Ph.D.							
M.Phil.							
PG							

17. Number of Visiting Faculty /Guest Faculty engaged with the College.

18. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC								
ST								
OBC								
General								
Others								

19. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located					
Students from other states of India					
NRI students					
Foreign students					
Total					

20. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component

Rs.

(b) excluding the salary component

Rs.

21. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 2: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle3: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 4:..... (dd/mm/yyyy) Accreditation Outcome/Result.....

22. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC (dd/mm/yyyy)

23. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAA
C

AQAR (i) (dd/mm/yyyy)

AQAR (ii) (dd/mm/yyyy)

AQAR (iii) (dd/mm/yyyy)

AQAR (iv) (dd/mm/yyyy)

Note: - As indicated in IIQA the following concept will be applicable for Profile.

- Essential document (s) means approvals / recognition granted by appropriate authorities to be uploaded on the NAAC website.
- In all cases whether essential documents or self attested documents it needs to be uploaded on the NAAC website.

3. Quality Indicator Framework (QIF)

Essential Note:

The revised format of the SSR has to be filled up only online and the IT format will be made available on the NAAC website.

The QIF given below presents the Metrics under each Key Indicator (KI) for all the seven Criteria.

While going through the QIF, details are given below each Metric in the form of:

- *data required*
- *formula* for calculating the information, wherever required, and
- *documents* needed to be uploaded, from which data could be compiled.

These will help Institutions in the preparation of their SSR, viz., what is the import of the item given, the kinds of data to be provided and how, kinds of documents to be made available and the mode of response.

For some Qualitative Metrics (Q₁M) which seek descriptive data it is specified as to what kind of information has to be given and how much. It is advisable to keep data accordingly compiled beforehand.

For the Quantitative Metrics (Q_nM) wherever formula is given (around 21), it must be noted that these are given merely to inform the HEIs about the manner in which data submitted will be use. *That is the actual online formats seeks **only** data in specified manner which will process digitally.* It is necessary to fill in details for denominator and the numerator, as well as the percentage and/or the value arrived at.

Metric wise weightage is also given.

The actual online format may change slightly from the QIF given in this Manual which is because of rendering it to the IT format. Observe this carefully while filling up.

Criterion 1 – Curricular Aspects (100)**Key Indicator – 1.1 Curricular Planning and Implantation (20)**

Metric No.		Weightage
1.1.1 Q₁M	<i>The institution ensures effective curriculum delivery through a well planned and documented process</i> Upload a description of the initiatives in not more than 500 words	10
1.1.2 Q_nM	<i>Number of certificate/diploma program introduced during the last five years</i> Data Requirement: <ul style="list-style-type: none"> • Certificate/ diploma program code • Name of the program • Year of Introduction 	5
1.1.3 Q_nM	<i>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</i> Data Requirement: <ul style="list-style-type: none"> • Number of teachers participated • Name of the body in which full time teacher participated • Total Number of teachers Formula $\text{Percentage per year} = \frac{\text{Number of teachers participating in such bodies}}{\text{Total number of teachers}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ Documents: Upload the scanned copies of the certificate supporting the participation of teachers	5

Key Indicator – 1.2 Academic Flexibility (30)

Metric No.		Weightage
1.2.1 Q_nM	<p><i>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Name of the new course introduced • Name of the Program <p>Formula:</p> $\frac{\text{Number of new courses introduced during the last five years}}{\text{Total number of courses offered during the last five years}} \times 100$	10
1.2.2 Q_nM	<p><i>Percentage of programs in which Choice Based Credit System (CBCS)/elective course system has been implemented</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Names of all programs adopting CBCS • Names of all programs adopting elective course system <p>Formula:</p> $\frac{\text{Number of programs in which CBCS or elective course system implemented}}{\text{Total number of programs offered}} \times 100$	10
1.2.3 Q_nM	<p><i>Average percentage of students enrolled in subject related Certificate/ Diploma /Add-on programs as against the total number of students during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Total number of students enrolled in certificate diploma /Add-on programs • Total number of students across all the programs <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Total number of students enrolled in Certificate or Diploma or Add-on programs}}{\text{Total number of students across all programs}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	10

Key Indicator – 1.3 Curriculum Enrichment (30)

Metric No.		Weightages
1.3.1 Q_nM	<p><i>Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum</i></p> <p>Upload:</p> <ul style="list-style-type: none"> • A description of courses which address Gender, Environment and Sustainability, Human Values and Professional Ethics • The list of core courses 	10
1.3.2 Q_nM	<p><i>Number of value-added courses imparting transferable and life skills offered during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Names of the value added courses with 30 or more contact hours • No. of times offered during the same year • Total no. of students completing the course in the year 	15
1.3.3 Q_nM	<p><i>Percentage of students undertaking field projects / internships</i></p> <p>Data Requirements:</p> <ul style="list-style-type: none"> • Names of the program • No. of students undertaking field projects / internships in the last five years <p>Formula:</p> $\frac{\text{Number of students undertaking field projects or internships}}{\text{Total number of students}} \times 100$	5

Key Indicator – 1.4 Feedback System (20)

Metric No.		Weightage
1.4.1 Q_nM	<p><i>Structured feedback received from design and review of syllabus Semester wise /year wise</i></p> <p>1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for</p> <p>Options:</p> <p>A. Any 4 of above B. Any 3 of above C. Any 2 of above</p>	

	D. Any 1 of above E. None of the above Opt one Data Requirements: Report of analysis of feedback received from different stakeholders year wise Documents: Upload Stakeholder feedback report, Action taken report on it as minuted by the Governing Council, Board of Management.	10
1.4.2 Q_nM	<i>Feedback processes of the institution may be classified as follows:</i> A. Feedback collected, analysed and action taken and feedback available on website B. Feedback collected, analysed and action has been taken B. Feedback collected and analysed D. Feedback collected E. Feedback not collected Opt One Documents: Upload Stakeholder feedback report, Action taken report on it as minuted by the Governing Council, Board of Management	10

Criterion 2 – Teaching-Learning and Evaluation (350)

Key Indicator - 2.1 Student Enrolment and Profile (30)

Metric No.		Weightage
2.1.1 Q_nM	<i>Average percentage of students from other States and Countries during the last five years</i> Data Requirement for last five years: <ul style="list-style-type: none"> Number of students enrolled from other states and countries Total number of students enrolled Formula: $\text{Percentage per year} = \frac{\text{Number of students from other states and countries}}{\text{Total number of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	10

2.1.2 Q _n M	<p>Average enrolment percentage (Average of last five years)</p> <p>Data Requirements last five years:</p> <ul style="list-style-type: none"> Total Number of students admitted Total number of sanctioned seats <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Total number of students admitted}}{\text{Total number of sanctioned seats}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	10
2.1.3 Q _n M	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> Number of students admitted from the reserved category Total number of seats earmarked for reserved category as per GOI or State Government rule <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Actual number of students admitted from the reserved categories}}{\text{Total number of seats earmarked for reserved category as per GOI or State Government rule}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	10

Key Indicator - 2.2 Catering to Student Diversity (50)

Metric No.		Weightage
2.2.1 Q ₁ M	<p>The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners</p> <p>Upload a description of the initiatives in not more than 500 words</p>	30
2.2.2 Q _n M	<p>Student - Full time teacher ratio</p> <p>Data Requirement for last five years (year wise):</p> <ul style="list-style-type: none"> Total number of students enrolled in the institution Total number of full time teachers in the institution <p>Formula: Students : Teachers</p>	10
2.2.3 Q _n M	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> Total number of differently abled students on roll in the institution 	10

	<ul style="list-style-type: none"> Total number of students on roll in the institution <p>Formula:</p> $\frac{\text{Number of differently abled students on rolls}}{\text{Total number of students on rolls}} \times 100$	
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Key Indicator - 2.3 Teaching - Learning Process (50)

Metric No.		Weightage
2.3.1 Q₁M	<p><i>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</i></p> <p>Upload description of student centric methods in not more than 500 words.</p>	20
2.3.2 Q_nM	<p><i>Average percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</i></p> <p>Data Requirements:</p> <ul style="list-style-type: none"> Number of teachers using ICT (LMS, e-resources) Number of teachers on roll ICT tools and resources available <p>Formula:</p> $\frac{\text{Number of teachers using ICT}}{\text{Total number of teachers}} \times 100$ <p>Documents: Source-Institutional website/LMS website/ Academic management system</p> <p>Process-Online verification ,Output-Percentage of concordance</p>	10
2.3.3 Q_nM	<p><i>Ratio of mentor to students for academic and stress related issues</i></p> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> Number of students assigned to each Mentor <p>Formula: Mentor: Mentee</p>	10
2.3.4 Q₁M	<p>Innovation and creativity in teaching-learning</p> <p>Upload a description of innovation and creativity in teaching-learning process not more than 500 words</p>	10

Key Indicator - 2.4 Teacher Profile and Quality (80)

Metric No.		Weightage
2.4.1 Q_nM	<p><i>Average percentage of full time teachers against sanctioned posts during the last five years</i></p> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> • Number of full time teachers • Number of sanctioned posts <p>Formula:</p> <p>Percentage per year = $\frac{\text{Number of full time teachers}}{\text{Total number of sanctioned posts}} \times 100$</p> <p>Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p>	15
2.4.2 Q_nM	<p><i>Average percentage of full time teachers with Ph.D. during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Number of full time teachers with PhD • Total number of full time teachers <p>Formula:</p> <p>Percentage per year = $\frac{\text{Number of full time teachers with Ph.D.}}{\text{Total number of full time teachers}} \times 100$</p> <p>Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p>	20
2.4.3 Q_nM	<p><i>Average teaching experience of full time teachers in number of years</i></p> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> • Name of the full time teacher • Name of the department • Number of years of teaching experience (years and months) <p>Formula:</p> <p>$\frac{\text{Sum of total experience of full time teachers}}{\text{Total number of full time teachers}}$</p>	10

2.4.4 Q_nM	<p><i>Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Number of full time teachers receiving awards from State, National, International level • Total number of teachers <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of full time teachers receiving awards from state level, national level, international level}}{\text{Total number of teachers}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	15
2.4.5 Q_nM	<p><i>Average percentage of full time teachers from other States against sanctioned posts during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Number of full time teachers from other states • Total number of sanctioned posts <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of full time teachers from other states}}{\text{Total number of sanctioned posts}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	20

Key Indicator - 2.5 Evaluation Process and Reforms (50)

Metric No.		Weightage
2.5.1 Q_iM	<p>Reforms in Continuous Internal Evaluation(CIE) system at the institutional level</p> <p>Upload a description not more than 500 words</p>	15
2.5.2 Q_iM	<p>Mechanism of internal assessment is transparent and robust in terms of frequency and variety</p> <p>Upload a description not more than 500 words</p>	15

2.5.3 Q₁M	Mechanism to deal with examination related grievances is transparent, time-bound and efficient Upload a description not more than 500 words	10
2.5.4 Q₁M	The institution adheres to the academic calendar for the conduct of CIE Upload a description not more than 500 words	10

Key Indicator - 2.6 Student Performance and Learning Outcomes (40)

Metric No.		Weightage
2.6.1 Q₁M	<i>Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students</i> Documents Requirement: <ul style="list-style-type: none"> • Upload COs for all courses (exemplars from Glossary- Notes) • Upload a description of Mechanism of Communication 	10
2.6.2 Q₁M	<i>Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution</i> Upload a description of the method of measuring attainment of POs , PSOs and COs in not more than 500 words and the level of attainment of POs , PSOs and COs.	10
2.6.3 Q_nM	<i>Average pass percentage of students</i> Data Requirement for last five years: <ul style="list-style-type: none"> • Program Code • Name of the program • Number of students appeared • Number of students passed • Pass percentage Formula: $\frac{\text{Total number of final year students who passed in the examination}}{\text{Total number of final year students who appeared for the examination}} \times 100$	20

Key Indicator - 2.7 Student Satisfaction Survey (50)

Metric No.		Weightage
2.7.1 Q _n M	<p><i>Online student satisfaction survey with regard to teaching learning process.</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Name/ Class/ Gender • Student Id number/ Adhar Id number • Mobile number • Email id • Degree programme <p>(Database of all currently enrolled students need to be prepared and shared with NAAC along with the online submission of QIF)</p>	50

Criterion 3 – Research, Innovations and Extension (120)**Key Indicator - 3.1 Resource Mobilization for Research (10)**

Metric No.		Weightage
3.1.1 Q _n M	<p><i>Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years</i></p> <p>Data requirement:</p> <ul style="list-style-type: none"> • Name of Principal Investigator • Duration of project • Name of the research project • Amount / Fund received • Name of funding agency • Year of sanction • Department of recipient 	3
3.1.2 Q _n M	<p><i>Percentage of teachers recognised as research guides at present</i></p> <p>(Not Applicable to UG College)</p> <p>Data requirement:</p> <ul style="list-style-type: none"> • Number of teachers recognized as research guides • Total number of teachers <p>Formula:</p> $\frac{\text{Number of teachers recognised as research guides}}{\text{Total number of teachers}} \times 100$	3

	Documents: Upload copies of the letter of recognition as research guides	
3.1.3 Q_nM	<p><i>Average number of research projects per teacher funded by government and non-government agencies during the last five years</i></p> <p>(For UG College weightage of this metric will be 7)</p> <p>Data requirements:</p> <ul style="list-style-type: none"> • Name of Principal Investigator • Duration of project • Name of the research project • Amount / Fund received • Name of funding agency • Year of sanction • Department of recipient <p>Formula:</p> $\frac{\text{Total number of research projects during the last five years}}{\text{Total number of teachers}}$ <p>Documents: Upload e-Copies of the grant award letters for research projects sponsored by government and non-government agencies.</p>	4

Key Indicator - 3.2 Innovation Ecosystem (10)

Metric No.		Weightage
3.2.1 Q₁M	<p><i>Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge</i></p> <p>Upload a description of the available incubation centre for innovation and evidence of its usage with their activity in not more than 500 words</p>	5
3.2.2 Q_nM	<p><i>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Name of the workshops / seminars • Number of Participants • Date (From -to) • Link to the activity report on the website 	5

Key Indicators - 3.3 Research Publications and Awards (20)

Metric No.		Weightage
3.3.1 Q_nM	<p><i>The institution has a stated Code of Ethics to check malpractices and plagiarism in Research</i></p> <p style="text-align: right;">Yes /No</p> <p>Data Requirement : Upload Code of Ethics to check malpractices and plagiarism in Research to be made available on institutional website</p>	1
3.3.2 Q_nM	<p><i>The institution provides incentives to teachers who receive state, national and international recognition/awards</i></p> <p style="text-align: right;">Yes /No</p> <p>Data Requirements:</p> <ul style="list-style-type: none"> • Name of the Award • Name of the Awardee with contact details • Name of the Awarding Agency • Year of Award • Incentive details <p>Documents: Upload letter of awards</p>	1
3.3.3 Q_nM	<p><i>Number of Ph.D.s awarded per teacher during the last five years</i> (Not Applicable For UG Colleges)</p> <p>Data Requirements:</p> <ul style="list-style-type: none"> • Name of the PhD scholar • Name of the Department • Name of the guide/s • Year of registration of the scholar • Year of award of PhD <p>Formula:</p> $\frac{\text{Number of Ph.D degrees awarded during the last five years}}{\text{Total number of Teachers as a recognised guides}}$ <p>Documents: Sources-Shodhganga and institutional website</p>	4

3.3.4 Q_nM	<p><i>Number of research papers per teacher in the Journals notified on UGC website during the last five years</i></p> <p>(For UG Colleges weightage of this metric will be 10)</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Title of paper • Name of the author/s • Department of the teacher • Name of journal • Year of publication • ISBN/ISSN number <p>Formula:</p> $\frac{\text{Number of publications in UGC notified journals during the last five years}}{\text{Total number of teachers}}$	8
3.3.5 Q_nM	<p><i>Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years</i></p> <p>(For UG Colleges weightage of this metric will be 8)</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Name of the teacher: Title of the paper • Title of the book published: Name of the author/s: Title of the proceedings of the conference • Name of the publisher: National / International • National / international : ISBN/ISSN number of the proceedings • Affiliating Institution • Year of publication <p>Formula:</p> $\frac{\text{Total number of books and chapters in edited volumes ,books published, and papers in national/International conference proceedings during last five years}}{\text{Total number of teachers}}$	6

Key Indicators - 3.4 Extension Activities (60)

Metric No.		Weightage
3.4.1 Q₁M	<p><i>Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years</i></p> <p>Upload a description in not more than 500 words mentioning the impact of the activities in sensitising students to social issues and holistic development</p>	20
3.4.2 Q_nM	<p><i>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Name of the activity • Name of the award/ recognition • Name of the awarding government/ recognised bodies • Year of the award <p>Documents: Upload letter of award</p>	5
3.4.3 Q_nM	<p><i>Number of extension and outreach programs conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Name and number of the extension and outreach programs • Name of the collaborating agency: Non- government, industry, community with contact details • Year of the Activity 	15
3.4.4 Q_nM	<p><i>Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Name of the activity • Name of the scheme • Year of the activity • Number of teachers participating in such activities • Number of students participating in such activities <p>Formula:</p>	20

	$\text{Percentage per year} = \frac{\text{Number of students participating in such activities}}{\text{Total number of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	
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Key Indicator - 3.5 Collaborations (20)

Metric No.		Weightage
3.5.1 Q_nM	<p><i>Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</i></p> <p>Data Requirements for last five years:</p> <ul style="list-style-type: none"> • Title of the linkage • Name of the partnering institution/ industry /research lab with contact details • Year of commencement • Duration (From-To) • Nature of linkage <p>Documents : Upload letters of partnerships/ linkages</p>	10
3.5.2 Q_nM	<p><i>Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Organisation with which MoU is signed • Name of the institution/ industry/ corporate house • Year of signing MoU • Duration • List the actual activities under each MoU • Number of students/teachers participated under MoUs <p>Documents: Upload the copies of MoUs with institution/ industry/ corporate house</p>	10

Criterion 4 – Infrastructure and Learning Resources (100)**Key Indicator - 4.1 Physical Facilities (30)**

Metric No		Weightage
4.1.1 Q_iM	<p><i>The institution has adequate facilities for teaching – learning, viz., classrooms, laboratories, computing equipment, etc.</i></p> <p>Upload a description of adequacy of facility for teaching learning as per the minimum specified requirements by statutory bodies.</p>	5

4.1.2 Q ₁ M	<p><i>The institution has adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc.,) and cultural activities</i></p> <p>Upload a description of adequacy of facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate.</p>	5
4.1.3 Q _n M	<p><i>Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc.</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Number of classrooms with LCD facilities • Number of classrooms with Wi-Fi/LAN facilities • Number of seminar halls with ICT facilities <p>Formula:</p> $\frac{\text{Number of classrooms and seminar halls with ICT facilities}}{\text{Total number of classrooms/seminar halls in the institution}} \times 100$	10
4.1.4 Q _n M	<p><i>Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Budget allocated for infrastructure augmentation • Total expenditure excluding salary <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Budget allocation for infrastructure augmentation excluding salary}}{\text{Total expenditure excluding salary}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Document: Upload budget estimates and audited utilization statements</p>	10

Key Indicator - 4.2 Library as a Learning Resource (20)

Metric No.		Weightage
4.2.1 Q ₁ M	<p><i>Library is automated using Integrated Library Management System (ILMS)</i></p> <p>Data Requirement for last five years: Upload a description of library with</p> <ul style="list-style-type: none"> • Name of the ILMS software 	5

	<ul style="list-style-type: none"> • Nature of automation (fully or partially) • Version 	
4.2.2 Q _i M	<p>Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment</p> <p>Data Requirement for last five years: Provide the description of library enrichment which includes</p> <ul style="list-style-type: none"> • Name of the book/ manuscript • Name of the publisher • Name of the author • Number of copies • Year of publishing 	2
4.2.3 Q _n M	<p>Does the institution have the following:</p> <ol style="list-style-type: none"> 1. e – journals 2. e-ShodhSindhu 3. Shodhganga membership 4. e-books 5. Databases <p>Options:</p> <p>A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p>Opt One</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Details of memberships • Details of subscriptions 	3
4.2.4 Q _n M	<p>Average annual expenditure for purchase of books and journals during the last five years</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Expenditure on the purchase of books • Expenditure on the purchase of journals in ith year • Year of expenditure <p>Formula:</p> $\frac{1}{5} \times \sum_{i=1}^5 \text{Expd}_i$ <p>Where: Expd_i = Expenditure in rupees on purchase of books and journals in ith year</p> <p>Documents: Audited statements</p>	5

4.2.5	Availability of remote access to e-resources of the library	1
Q_nM	Data Requirement: <ul style="list-style-type: none"> • E-resource • Contact person details • Connectivity Bandwidth available 	Yes/No
4.2.6	Percentage per day usage of library by teachers and students	4
Q_nM	Data Requirement: <ul style="list-style-type: none"> • Upload last page of accession register details • Method of computing per day usage of library • Number of users using library through e-access • Number of physical users accessing library Formula: $\frac{\text{Number of teachers and students using library per day}}{\text{Total number of teachers and students}} \times 100$	

Key Indicator – 4.3 IT Infrastructure (30)

Metric No.		Weightage
4.3.1	Institution frequently updates its IT facilities including Wi-Fi	10
Q_iM	Upload a description of IT facilities including Wi-Fi with date of updation and nature of updation	
4.3.2	Student - Computer ratio	10
Q_nM	Data Requirement: <ul style="list-style-type: none"> • Number of computers in working condition • Total Number of students 	
4.3.3	Available bandwidth of internet connection in the Institution (Leased line)	9
Q_nM	Options: <ul style="list-style-type: none"> A. ≥50 MBPS B. 35-50 MBPS C. 20-35 MBPS D. 5-20 MBPS E. <5 MBPS Opt One Data Requirement: <ul style="list-style-type: none"> • Available internet bandwidth 	
4.3.4	Facilities for e-content development such as Media centre, Recording facility, Lecture Capturing System(LCS)	1
Q_nM	Data Requirement: <div style="text-align: right;">Yes/No</div>	

	<ul style="list-style-type: none"> • Upload the names of the e-content development facilities • Links to Media centre, Recording facility 	
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Key Indicator - 4.4 Maintenance of Campus Infrastructure (20)

Metric No.		Weightage
4.4.1 Q _n M	<p><i>Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</i></p> <p>Data Requirement year wise:</p> <ul style="list-style-type: none"> • Non salary expenditure incurred • Expenditure incurred on maintenance of campus infrastructure <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Expenditure on maintenance of physical and academic support facilities excluding salary component}}{\text{Total expenditure excluding salary component}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Document: Upload audited statements of accounts</p>	10
4.4.2 Q ₁ M	<p><i>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</i></p> <p>Upload policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the webs</p>	10

Criterion 5 - Student Support and Progression (130)

Key Indicator - 5.1 Student Support (50)

Metric No.		Weightage
5.1.1 Q _n M	<p><i>Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Name of the scheme • Number of students benefiting 	12

	<p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of students benefited by scholarships and freeships by government}}{\text{Total number of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Document: Upload sanction letters</p>	
<p>5.1.2</p> <p>Q_nM</p>	<p><i>Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Name of the scheme with contact information • Number of students benefiting <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of students benefited by scholarships and freeships besides government}}{\text{Total number of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Document: Upload sanction letters</p>	12
<p>5.1.3</p> <p>Q_nM</p>	<p><i>Number of capability enhancement and development schemes</i></p> <ol style="list-style-type: none"> 1. Guidance for competitive examinations, 2. Career Counselling, 3. Softskill development, 4. Remedial coaching, 5. Language lab, 6. Bridge courses 7. Yoga and Meditation 8. Personal Counselling <p>Options:</p> <ol style="list-style-type: none"> A. 7 or more of the above B. Any 6 of the above C. Any 5 of the above D. Any 4 of the above E. Any 3 of the above <p>Opt one</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Name of the capability enhancement scheme • Year of implementation • Number of students enrolled • Name of the agencies involved with contact details 	10

5.1.4 Q _n M	<p><i>Average percentage of students benefited by guidance for competitive examinations and career counseling offered by the institution during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Name of the scheme • Number of students who have passed in the competitive exam • Number of students placed <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of students benefited by guidance for competitive examinations and career counselling offered by the institution}}{\text{Total number of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	10
5.1.5 Q _n M	<p><i>Average percentage of students benefitted by Vocational Education and Training (VET) during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Number enrolled • Number of successfully completed <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Total Number of students attending VET}}{\text{Total number of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	5
5.1.6 Q _n M	<p><i>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</i></p> <p style="text-align: right;">Yes /No</p> <p>Documents Upload the minutes of the meetings of student redressal committee, prevention of sexual harassment committee and anti-ragging committee</p>	1

Key Indicator - 5.2 Student Progression (45)

Metric No.		Weightage
5.2.1 Q _n M	<p><i>Average percentage of placement of outgoing students during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Name of the employer with contact details • Number of students placed 	20

	<p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of outgoing students placed}}{\text{Total number of outgoing students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Document : Upload annual report of placement cell</p>	
<p>5.2.2</p> <p>Q_nM</p>	<p><i>Percentage of student progression to higher education (previous graduating batch)</i></p> <p>Data Requirement:</p> <p>Number of students proceeding from</p> <ul style="list-style-type: none"> • UG to PG: • PG to MPhil: • PG to PhD: • MPhil to PhD: • PhD to Post doctoral: <p>Formula:</p> $\frac{\text{Number of outgoing students progressing to higher education}}{\text{Total number of final year students}} \times 100$ <p>Document: Upload documents from Student/alumni database</p>	20
<p>5.2.3</p> <p>Q_nM</p>	<p><i>Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)</i></p> <p>Data Requirement:</p> <p>Number of students selected to</p> <ul style="list-style-type: none"> • NET • SLET • GATE • GMAT • CAT • GRE • TOEFL • Civil Services • State government examinations 	5

	<p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of students qualifying in state, national, international level exams}}{\text{Total number of students who have appeared for these exams}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Document: Upload document from Student/alumni database</p>	
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Key Indicator - 5.3 Student Participation and Activities (25)

Metric No.		Weightage
5.3.1 Q _n M	<p><i>Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Name of the award/ medal • National/ International • Sports/ Cultural <p>Document: Upload award letters and certificates</p>	15
5.3.2 Q ₁ M	<p><i>Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution</i></p> <p>Upload a description in not more than 500 words on Student Council activity and students' role in academic & administrative bodies.</p>	5
5.3.3 Q _n M	<p><i>Average number of sports and cultural activities / competitions organised at the institution level per year</i></p> <p>Data Requirement for last five years: Name of the activity:</p> $\text{Formula: } \frac{\text{Number of such activities organised by the institution during the last 5 years}}{5}$	5

Key Indicator - 5.4 Alumni Engagement (10)

Metric No.		Weightage
5.4.1 Q₁M	<p><i>The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years</i></p> <p>Upload a description of alumni association contribution to the institution in not more than 500 words</p>	4
5.4.2 Q_nM	<p><i>Alumni contribution during the last five years</i></p> <p>Options:</p> <p>A. ≥ 5 Lakhs B. 4 Lakhs - 5 Lakhs C. 3 Lakhs - 4 Lakhs D. 1 Lakh - 3 Lakhs E. <1 Lakh</p> <p>Opt One Data Requirement:</p> <ul style="list-style-type: none"> Name of the alumnus/ alumni association Quantum of contribution <p>Documents: Upload</p> <ul style="list-style-type: none"> Annual audited statements of accounts Alumni association audited statements 	4
5.4.3 Q_nM	<p>Number of Alumni Association /Chapters meetings held during the last five years</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> Number of alumni association meetings Dates of meetings 	2

Criterion 6 – Governance, Leadership and Management (100)**Key Indicator - 6.1 Institutional Vision and Leadership (10)**

Metric No.		Weightage
6.1.1 Q₁M	<p><i>The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution</i></p> <p>Upload the vision and mission statement of the institution and describe in not more than 500 words on the nature of governance, perspective plans and participation of the teachers in the decision making bodies.</p>	5

6.1.2	<i>The institution practices decentralization and participative management</i>	5
Q_IM	Upload a case study showing practicing decentralisation and participative management in the institution in not more than 500 words	

Key Indicator - 6.2 Strategy Development and Deployment (10)

Metric No.		Weightage
6.2.1	<i>Perspective/Strategic plan and deployment documents are available in the institution</i>	2
Q_IM	Upload one example of activity successfully implemented based on the strategic plan in not more than 500 words Document: Upload Strategic Plan and deployment documents	
6.2.2	<i>Organizational structure of the Institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism</i>	2
Q_IM	Upload the organogram of the Institution	
6.2.3	<i>Implementation of e-governance in areas of operation</i>	4
Q_nM	<ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination <p>Options:</p> <ol style="list-style-type: none"> A. All 5 of the above B. Any 4 of the above C. Any 3 of the above D. Any 2 of the above E. Any 1 of the above <p>Opt one</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Areas of e-governance Planning and Development Administration Finance and Accounts Student Admission and Support Examination • Name of the Vendor with contact details • Year of implementation <p>Documents Upload :</p>	

	<ul style="list-style-type: none"> • ERP documents • Screen shots of user interfaces • Annual e-governance report approved by Governing Council/ Board of Management/ Academic Council 	
6.2.4 Q_IM	<p><i>Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions</i></p> <p>Upload an example of one activity successfully implemented based on the Minutes of the meeting of various Bodies/ Cells and Committees in not more than 500 words.</p>	2

Key Indicator - 6.3 Faculty Empowerment Strategies (30)

Metric No.		Weightage
6.3.1 Q_IM	<p><i>The institution has effective welfare measures for teaching and non-teaching staff</i></p> <p>Upload list of the existing welfare measures for teaching and non-teaching staff</p>	9
6.3.2 Q_nM	<p><i>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Name of teacher • Name of conference/ workshop attended for which financial support provided • Name of the professional body for which membership fee is provided <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of teachers provided with financial support to attend conferences, workshops and towards membership fee of professional bodies}}{\text{Total number of teachers}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	6
6.3.3 Q_nM	<p><i>Average number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Title of the professional development program organised for teaching staff 	5

	<ul style="list-style-type: none"> Title of the administrative training program organised for non-teaching staff Dates (from-to) <p>Formula:</p> $\frac{\text{Number of professional development or administrative training programs organized for teaching and non teaching staff during the last five years}}{5}$ <p>Document:</p> <p>Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)</p>	
6.3.4 Q_nM	<p><i>Average percentage of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> Number of teachers Title of the program Duration (from – to) <p>Formula:</p> $\frac{\text{Number of teaching staff attending such programs}}{\text{Total number of teaching staff}} \times 100$ <p>Percentage per year =</p> $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Document:</p> <ul style="list-style-type: none"> Reports of the Human Resource Development Centres (UGC ASC or other relevant centres) Annual reports of the IQAC and the Institution 	5
6.3.5 Q₁M	<p><i>Institution has Performance Appraisal System for teaching and non-teaching staff</i></p> <p>Upload a description of the functioning status of the Performance Appraisal System for teaching and non-teaching staff in not more than 300 words</p>	5

Key Indicator – 6.4 Financial Management and Resource Mobilization (20)

Metric No.		Weightage
6.4.1 Q_IM	<i>Institution conducts internal and external financial audits regularly</i> Upload an enumeration on the various internal and external financial audits carried out during last five years with the mechanism for settling audit objections	4
6.4.2 Q_nM	<i>Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)</i> Data Requirement: <ul style="list-style-type: none"> • Name of the non government funding agencies/ individuals • Funds/ Grants received Document Annual statements of accounts	8
6.4.3 Q_IM	<i>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</i> Upload the resource mobilisation policy and procedures of the Institution	8

Key Indicator - 6.5 Internal Quality Assurance System (30)

Metric No.		Weightage
6.5.1 Q_IM	<i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</i> Upload two examples of best practices institutionalized as a result of IQAC initiatives	8
6.5.2 Q_IM	<i>The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms</i> Upload two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC	8
6.5.3 Q_nM	<i>Average number of quality initiatives by IQAC for promoting quality culture per year</i> Data Requirement for last five years: <ul style="list-style-type: none"> • Name of quality initiative by IQAC • Duration (from – to) • Number of participants 	3
6.5.4 Q_nM	<i>Quality assurance initiatives of the institution include:</i> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements 2. Academic Administrative Audit (AAA) and initiation of follow up	6

	<p>action</p> <p>3. Participation in NIRF</p> <p>4. ISO Certification</p> <p>5. NBA or any other quality audit</p> <p>Options:</p> <p>A. Any 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p> <p>Opt one</p> <p>Data Requirement for last five years:</p> <p>Quality initiatives</p> <ul style="list-style-type: none"> • AQARs prepared/ submitted • Academic Administrative Audit (AAA) and initiation of follow up action • Participation in NIRF • ISO Certification • NBA or any other certification received <p>Document</p> <ul style="list-style-type: none"> • Annual reports of Institution • AQARs of IQAC • Upload accreditations and certifications 	
6.5.5 Q₁M	<p><i>Incremental improvements made during the preceding five years (in case of first cycle)</i></p> <p><i>Post accreditation quality initiatives (second and subsequent cycles)</i></p> <p>Upload description of quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years</p>	5

Criterion7–Institutional Values and Best Practices (100)

Key Indicator - 7.1 Institutional Values and Social Responsibilities (50)

Metric No.		Weightage
7.1.1	Gender Equity (10)	
Qn M	<p><i>1. Number of gender equity promotion programs organized by the institution during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Title of the programme • Duration (from-to) • Number of participants 	5

Q _i M	<p>2. Institution shows gender sensitivity in providing facilities such as:</p> <ul style="list-style-type: none"> a) Safety and Security b) Counselling c) Common Room <p>Upload a description of gender equity initiatives undertaken by the Institution on the specified areas in not more than 500 words</p>	5
7.1.2	Environmental Consciousness and Sustainability(10)	
Q _n M	<p><u>Alternate Energy initiatives such as:</u></p> <p>1. Percentage of power requirement of the Institution met by the renewable energy sources</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Power requirement met by renewable energy sources • Total power requirement <p>Formula:</p> $\frac{\text{Power requirement met by renewable energy sources}}{\text{Total power requirement}} \times 100$	1
Q _n M	<p>2. Percentage of lighting power requirements met through LED bulbs</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Lighting power requirement met through LED bulbs • Total lighting power requirements <p>Formula:</p> $\frac{\text{Lighting power requirement met through LED bulbs}}{\text{Total lighting power requirement}} \times 100$	1
Q _i M	<p>3. Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Upload a description of efforts towards waste management on campus in not more than 200 words</p>	3
Q _i M	<p>4. Rain water harvesting structures and utilization in the campus</p> <p>Upload a description of efforts towards rain water harvesting on the campus in not more than 200 words</p>	1

Q ₁ M	<p>5. Green Practices</p> <ul style="list-style-type: none"> Students, staff using <ol style="list-style-type: none"> Bicycles Public Transport Pedestrian Friendly Roads Plastic free campus Paperless office Green landscaping with trees and plants <p>Upload a description of efforts towards green practices on the campus in not more than 200 words</p>	2
Q _n M	<p>6. Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Expenditure on green initiatives and waste management excluding salary component}}{\text{Annual expenditure excluding salary component of the institution}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	2

7.1.3	<i>Differently abled (Divyangjan) friendliness (10)</i>	10
Q_nM	<i>Resources available in the institution</i> 1) Physical facilities 2) Provision for lift 3) Ramp / Rails 4) Braille Software/facilities 5) Rest Rooms 6) Scribes for examination 7) Special skill development for differently abled students 8) Any other similar facility (Specify) Options: A. 7 and more of the above B. At least 6 of the above C. At least 4 of the above D. At least 2 of the above E. None of the above Opt one Data Requirement: <ul style="list-style-type: none"> Physical facilities Provision for lift Ramp/ Rails Braille Software/ Facilities Rest Rooms Scribes for examination Special skill development for differently abled students Any other similar facility Document: Photos and videos	
7.1.4	<i>Inclusion and Situatedness (10)</i>	
Q_nM	<i>1. Number of specific initiatives to address locational advantages and disadvantages during the last five years</i>	5
Q_nM	<i>2. Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</i> Data Requirement: <ul style="list-style-type: none"> Number of initiatives to address locational advantages and disadvantages Number of initiatives taken to engage with and contribute to local community 	5
7.1.5	<i>Human Values and Professional Ethics (10)</i>	
Q_nM	<i>1. Code of conduct handbook exists for students, teachers, governing body, administration including Principal /Officials and support staff</i> <i>Yes/No</i>	1

Q_nM	2. Display of core values in the institution and on its website Yes/No	1
Q_nM	3. The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations Yes/No	1
Q_nM	4. The institution offers a course on Human Values and professional ethics. Yes/No	1
Q_nM	5. The institutional functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions. Yes/No	1
Q_nM	6. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years Data Requirement: <ul style="list-style-type: none"> Title of the programme/Activity Duration (from-to) Number of participants Documents: Upload the following documents <ul style="list-style-type: none"> Institutional code of conduct for students Institutional code of conduct for teachers Handbooks, manuals and brochures on human values and professional ethics. Report on the student attributes facilitated by the Institution 	2
Q_iM	7. Institution organizes national festivals and birth / death anniversaries of the great Indian personalities. Yes/No	1
Q_iM	8. The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions Yes/No Upload a description of efforts of the Institution towards inculcation of human values and professional ethics in students, faculty and society in not more than 200 words.	2

Key Indicator - 7.2 Best Practices (30)

Metric No.		Weightage
7.2.1 Q₁M	<i>Describe at least two institutional best practices (as per NAAC format)</i> Upload details of two best practices successfully implemented by the institution as per NAAC format	30

Key Indicator - 7.3 Institutional Distinctiveness (20)

Metric No.		Weightage
7.3.1 Q₁M	<i>Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust</i> Upload a description of the institutional performance in one area distinctive to its vision, priority and thrust in not more than 500 words	20

Format for Presentation of Best Practices

1. Title of the Practice

This title should capture the keywords that describe the practice.

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

7. Notes (Optional)

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 150 words).

Any other information regarding Institutional Values and Best Practices which the HEI would like to include.

5. Data Template / Documents

(Qualitative and Quantitative Metrics)

Below given are copies of the online formats (Templates) for submitting data with respect to Qualitative and Quantitative Metrics

Kindly Note:

For each metric the kinds of data to be uploaded are indicated in tabular form and/ or documents required are listed

9. Documents such as minutes of meeting, decisions, statements of accounts, award letters, letters of appointments, etc., need to be uploaded as required; wherever theses are in bulk, hyperlinks to the appropriate website be given.
10. There could be some variation in the metrics from the QIF; this is due to rendering it to the IT format for online submission.
11. The list of documents to be uploaded is only suggestive. If the Institution has any other relevant documents to substantiate its claims, the same may also be uploaded.

5.1 Data Templates/ Documents - Qualitative Metrics (QM)

Since the QIF format comprises both Qualitative and Quantitative information, it is suggested that for each of the Qualitative Metrics the HEI may key in the information as given below. This may help in continuity of information content and also for Peer Team perusal.

Sl. No.	Metric
Criterion I - Curricular Aspects (100)	
Key Indicator- 1.1 Curricular Planning and Implementation (20)	
1.1.1	The institution ensures effective curriculum delivery through a well planned and documented process (10) <i>Upload a description of the initiatives in not more than 500 words.</i>
Key Indicator- 1.3 Curriculum Enrichment (30)	
1.3.1	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum (10) <i>Upload a description of courses which address Gender, Environment and Sustainability, Human Values</i>

	<i>and Professional Ethics along with the list of core courses.</i>
Criterion II - Teaching-Learning and Evaluation (350)	
Key Indicator- 2.2 Catering to Student Diversity (50)	
2.2.1	<p>The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners</p> <p style="text-align: right;">(30)</p> <p><i>Upload a description of the initiatives in not more than 500 words.</i></p>
Key Indicator- 2.3 Teaching Learning Process (50)	
2.3.1	<p>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</p> <p style="text-align: right;">(20)</p> <p><i>Upload a description of student centric methods in not more than 500 words.</i></p>
2.3.4	<p>Innovation and creativity in teaching-learning</p> <p style="text-align: right;">(10)</p> <p><i>Upload a description of Innovation and creativity in not more than 500 words.</i></p>
Key Indicator- 2.5 Evaluation Process and Reforms (50)	
2.5.1	<p>Reforms in Continuous Internal Evaluation(CIE) system at the institutional level</p> <p style="text-align: right;">(15)</p> <p><i>Upload a description of reforms in continuous internal evaluation in not more than 500 words.</i></p>
2.5.2	<p>Mechanism of internal assessment is transparent and robust in terms of frequency and variety</p> <p style="text-align: right;">(15)</p> <p><i>Upload a description of the measures of transparency and robustness in internal assessment are maintained in not more than 500 words.</i></p>

2.5.3	Mechanism to deal with examination related grievances is transparent, time-bound and efficient (10) <i>Upload a description of the mechanism to deal with exam related grievance in not more than 500 words.</i>
2.5.4	The institution adheres to the academic calendar for the conduct of CIE (10) <i>Upload the schedule/description mentioning the adherence to academic calendar in not more than words.</i>
Key Indicator- 2.6 Student Performance and Learning Outcomes (40)	
2.6.1	Program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students (10) <ul style="list-style-type: none"> • <i>Upload COs for all courses (exemplars from Glossary- notes)</i> • <i>Upload a description of Mechanism of Communication</i>
2.6.2	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution (10) <i>Upload a description of the method of measuring attainment of POs , PSOs and COs in not more than 500 words and the level of attainment of POs , PSOs and COs.</i>
Criterion III - Research, Innovations and Extension (120)	
Key Indicator- 3.3 Innovation Ecosystem (10)	
3.2.1	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge (5)

	<i>Upload a description of the available incubation centre for innovation and evidence of its usage with their activity in not more than 500 words .</i>
Key Indicator- 3.6 Extension Activities (60)	
3.6.1	<p>Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during last five years</p> <p style="text-align: right;">(20)</p> <p><i>Upload a description in not more than 500 words mentioning the impact of the activities in sensitising students to social issues and holistic development.</i></p>
Criterion IV - Infrastructure and Learning Resources (100)	
Key Indicator- 4.1 Physical Facilities (30)	
4.1.1	<p>The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc</p> <p style="text-align: right;">(5)</p> <p><i>Upload a description of adequacy of facility for teaching learning as per the minimum specified requirements by statutory bodies.</i></p>
4.1.2	<p>The institution has adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc.,) and cultural activities</p> <p style="text-align: right;">(5)</p> <p><i>Upload a description of adequacy facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate.</i></p>
Key Indicator- 4.2 Library as a Learning Resource (20)	

4.2.1	<p>Library is automated using Integrated Library Management System (ILMS)</p> <p>(5)</p> <p><i>Upload a description of library with</i></p> <ul style="list-style-type: none"> • <i>Name of the ILMS software</i> • <i>Nature of automation (fully or partially)</i> • <i>Version</i> • <i>Year of automation</i>
4.2.2	<p>Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment</p> <p>(2)</p> <p><i>Upload the description of library enrichment which includes</i></p> <ul style="list-style-type: none"> • <i>Name of the book/ manuscript</i> • <i>Name of the publisher</i> • <i>Name of the author</i> • <i>Number of copies</i> • <i>Year of publishing</i>
Key Indicator- 4.3 IT Infrastructure (30)	
4.3.1	<p>Institution frequently updates its IT facilities including Wi-Fi</p> <p>(10)</p> <p><i>Upload a description of IT facilities including Wi-Fi with date of updation and nature of updation.</i></p>
Key Indicator- 4.4 Maintenance of Campus Infrastructure (20)	
4.4.2	<p>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</p> <p>(10)</p>

	<i>Upload policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the website.</i>
Criterion V - Student Support and Progression (130)	
Key Indicator- 5.3 Student Participation and Activities (30)	
5.3.2	<p>Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution</p> <p><i>Upload a description in not more than 500 words on Student Council activity and students' role in academic & administrative bodies.</i></p> <p style="text-align: right;">(5)</p>
Key Indicator- 5.4 Alumni Engagement (10)	
5.4.1	<p>The Alumni Association/ Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years</p> <p><i>Upload a description of alumni association contribution to the institution in not more than 500 words.</i></p> <p style="text-align: right;">(4)</p>
Criterion VI - Governance, Leadership and Management (100)	
Key Indicator- 6.1 Institutional Vision and Leadership (10)	
6.1.1	<p>The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution.</p> <p><i>Upload the vision and mission statement of the institution and describe in not more than 500 words on the nature of governance, perspective plans and participation of the teachers in the decision making bodies of the HEI.</i></p> <p style="text-align: right;">(5)</p>
6.1.2	<p>The institution practices decentralization and participative management</p> <p style="text-align: right;">(5)</p>

	<i>Upload a case study of practicing decentralisation and participative management in the institution in not more than 500 words.</i>
Key Indicator- 6.2 Strategy Development and Deployment (10)	
6.2.1	<p>Perspective/ Strategic Plan and Deployment documents are available in the institution (2)</p> <ul style="list-style-type: none"> • <i>Upload Strategic Plan and deployment documents on the website.</i> • <i>Upload one example of activity successfully implemented based on the strategic plan in not more than 500 words.</i>
6.2.2	<p>Organizational structure of the HEI including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism (2)</p> <p><i>Upload the organogram of the HEI.</i></p>
6.2.4	<p>Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions (2)</p> <p><i>Upload an example of activity successfully implemented based on the Minutes of the meeting of various Bodies/ Cells and Committees in not more than 500 words.</i></p>
Key Indicator- 6.3 Faculty Empowerment Strategies (30)	
6.3.1	<p>The institution has effective welfare measures for teaching and non-teaching staff (9)</p> <p><i>Upload the list the existing welfare measures for teaching and non-teaching staff.</i></p>
6.3.5	Institution has a Performance Appraisal System for teaching and non-teaching staff

	<p><i>Description on the functioning status of the Performance Appraisal System for teaching and non-teaching staff in not more than 300 words.</i></p> <p style="text-align: right;">(5)</p>
Key Indicator- 6.4 Financial Management and Resource Mobilisation (20)	
6.4.1	<p>Institution conducts internal and external financial audit regularly</p> <p style="text-align: right;">(4)</p> <p><i>Enumerate the various internal and external financial audits carried out during last five years with the mechanism for settling audit objections.</i></p>
6.4.3	<p>Institutional strategies for mobilisation of funds and optimal utilisation of resources</p> <p style="text-align: right;">(8)</p> <p><i>Upload the resource mobilisation policy and procedures of the HEI.</i></p>
Key Indicator- 6.5 Internal Quality Assurance System (30)	
6.5.1	<p>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</p> <p style="text-align: right;">(8)</p> <p><i>Give two examples of bestpractices institutionalized as a result of IQAC initiatives.</i></p>
6.5.2	<p>The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC setup as per norms</p> <p style="text-align: right;">(8)</p> <p><i>Give two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC.</i></p>
6.5.5	<p>Incremental improvements made for the preceding five years with regard to quality (<i>in case of first cycle</i>) and post accreditation quality initiatives (<i>second and subsequent cycles</i>)</p> <p style="text-align: right;">(5)</p>

	<i>Description of quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years.</i>
Criterion VII - Institutional Values and Best Practices (100)	
Key Indicator- 7.1 Institutional Values and Social responsibility (50)	
7.1.1	<p>Gender Equity</p> <p>2. Institution shows gender sensitivity in providing facilities such as:</p> <ul style="list-style-type: none"> d) Safety and Social Security e) Counselling f) Common Room <p style="text-align: right;">(5)</p> <p><i>Upload a description of gender equity initiatives undertaken by the HEI on the specified areas in not more than 500 words.</i></p>
7.1.2	<p>Environmental Consciousness and Sustainability</p> <p>3. Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p style="text-align: right;">(3)</p> <p><i>Upload a description of efforts towards waste management on the campus in not more than 200 words.</i></p>
	<p>4. Rain water harvesting structures and utilization in the campus</p> <p style="text-align: right;">(1)</p> <p><i>Upload a description of efforts towards rain water harvesting on the campus in not more than 200 words.</i></p>
	5. Green Practices

	<ul style="list-style-type: none"> • Students, staff using <ul style="list-style-type: none"> d) Bicycles e) Public Transport f) Pedestrian friendly roads • Plastic free campus • Paperless office • Green landscaping with trees and plants <p style="text-align: right;">(2)</p> <p><i>Upload description of efforts towards green practices on the campus in not more than 200 words.</i></p>
7.1.5	<p>Human Values and Professional Ethics</p> <p>12. Institution organizes national festivals and birth / death anniversaries of the great Indian personalities</p> <p style="text-align: right;">(1)</p> <p>13. The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions</p> <p><i>Upload description of efforts of the HEI towards inculcation of human values and professional ethics in students, faculty and society in not more than 200 words.</i></p>
Key Indicator- 7.2 Best Practices (30)	
7.2.1	<p>State at least two institutional best practices (as per NAAC template) (30)</p> <p><i>Upload details of two best practices successfully implemented by the institution as per NAAC format.</i></p>

Key Indicator- 7.3 Institutional Distinctiveness (20)	
7.3.1	Describe/ Explain the performance of the institution in one area distinctive to its vision, priority and thrust (20) <i>Upload description of the institution performance in one area distinctive to its vision, priority and thrust in not more than 500 words.</i>

5.2 Data Templates/ Documents - Quantitative Metrics (Q_nM)

Criterion I Curricular Aspects (100)				
Key Indicator - 1.1 Curricular Planning and Implementation (20)				
1.1.2 Number of certificate/diploma programs introduced during the last five years (5)				
Program code	Program name	Course code	Name of the Certificate/ diploma introduced in last 5 years	Year of introduction
1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years (5)				
Year	Number of teachers participated	Name of the body in which full time teacher participated	Total Number of teachers	
Document:				
Upload the certificate scanned copy supporting the details of participation of teachers				

Key Indicator - 1.2 Academic Flexibility (30)				
1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years (10)				
Program code	Program name	Course code	Name of the new course introduced in last 5 years	Year of introduction

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma /Add-on programs as against the total number of students during the last five years (10)

Manual for Affiliated / Constituent Colleges

Year	Total number of students enrolled in certificate or diploma or Add-on programs	Total number of students across all programs

Key Indicator - 1.3 Curriculum Enrichment (30)

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years (15)

1.3.3 Percentage of students enrolled in the courses under 1.3.2 (5)

Name of the value added courses (with 30 or more contact hours) offered during last five years	Course Code	Year of offering	No. of times offered during the same year	Year of discontinuation	Number of students enrolled in the year	Number of students completing the course in the year

Key Indicator - 1.4 Feedback System (20)

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/elective course system has been implemented (10)

Name of all programs adopting CBCS course system	Name of all programs adopting elective course system	Program Code	Year of implementation of CBCS / elective course system

1.4.1 Structured feedback received from Semester wise /year wise Options: A. Any 4 of above B. Any 3 of above C. Any 2 of above D. Any 1 of above E. None of the above (10)	1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus
1.4.2 Feedback processes of the institution may be classified as follows: (10) A. Feedback collected, analysed and action taken and feedback available on website B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected	
URL for feedback collection and analysis reports	
Documents: Stakeholder feedback report, Action taken report of the HEI on it as minuted by the Governing Council, Board of Management	

Criterion II Teaching-Learning and Evaluation (350)		
Key Indicator - 2.1 Student Enrolment and Profile (30)		
2.1.1 Average percentage of students from other States and Countries during the last five years (10)		
Year of enrolment	Number of students enrolled from other states	Number of students enrolled from other countries
Documents: List of students from other states and countries		
2.1.2 Average enrolment percentage (Average of last five years) (10)		

Year	Program name	Program Code	Total Number of students admitted	Total number of sanctioned seats

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years (10)

Year	Number of seats earmarked for reserved category as per GOI or State Government rule					Number of students admitted from the reserved category				
	SC	ST	OBC	Gen	Others	SC	ST	OBC	Gen	Others

Documents:

List of Students

Key Indicator - 2.2 Catering to Student Diversity (50)

2.2.2 Student - Full time teacher ratio (10)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of full time teachers in the institution (UG)	Number of full time teachers in the institution (PG)	Number of teachers teaching both UG and PG courses

2.2.3 Percentage of differently abled students (Divyangjan) on rolls (10)

Year	No. of differently abled students on rolls in the institution

Documents:

List of differently abled students

Key Indicator - 2.3 Teaching - Learning Process (50)		
2.3.2 Average percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (10)		
E-resources and techniques used	ICT tools and resources available	Number of Teachers using ICT (LMS, e-Resources)
Documents: List of teachers		

2.3.3 Ratio of mentor to students for academic and stress related issues (10)			
Year	Number of students enrolled in the institution	Number of fulltime teachers	Mentor: Mentee Ratio

Key Indicator - 2.4 Teacher Profile and Quality (80)				
2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years (15)				
Name of the teacher	PAN	Designation	No. of sanctioned posts	Year of appointment
Documents: Position sanction letters, competent authority. Upload appointment letters of faculty during last five years.				

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years (20)		
Year	Number of full time teachers with PhD	Number of full time teachers

2.4.3 Average teaching experience of full time teachers in number of years (10)				
Name of the full time	PAN	Designation	Name of the department	Number of years of teaching experience (years and

teacher				months)

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years (15)

Year of award	Name of full time teachers receiving awards from state level, national level, international level	PAN	Designation	Name of the award, fellowship, received from Government or recognized bodies

Documents:

e-copies of award letters (Scanned or Soft copy)

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years (20)

Year	Name of full time teacher from other state	Number of sanctioned post	State from which qualifying degree was obtained

Documents:

Upload the relevant supporting document

Key Indicator - 2.6 Student Performance and Learning Outcomes (40)

2.6.3 Average pass percentage of students (20)

Program code	Program name	Number of students appeared in the final year examination	Number of students passed in final year examination

Key Indicator - 2.7 Student Satisfaction Survey (50)

2.7.1 Online student satisfaction survey regarding teaching learning process of about 20% students.
(Online survey to be conducted) (50)

Name of the student	AADHAR/ Student ID number	Email ID	Program name

Criterion III – Research, Innovations and Extension (120)

Key Indicator - 3.1 Resource Mobilization for Research (10)

3.1.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (3)

Name of the Project/ Endowments, Chairs	Name of the Principal Investigator	Department of Principal Investigator	Year of Award	Funds provided	Duration of the project
Documents: E-Copies of the grant award letters for research projects sponsored by non-government agencies. E-Copies of the grant award letters for research projects sponsored by government.					

3.1.2 Percentage of teachers recognized as research guides at present (Not Applicable to UG colleges) (3)

Number of teachers recognized as research guides	Total number of teachers
Documents: Upload copies of letters of recognition as research guides.	

3.1.3 Average number of research projects per teacher funded by government and non-government agencies during the last five years (For UG Colleges weightage of this metric will be 7) (4)

Name of Principal Investigator	Duration of project	Name of the research project	Amount / Fund received	Name of funding agency	Year of sanction	Department of recipient

Key Indicator - 3.2 Innovation Ecosystem (10)

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry – Academia Innovative practices during the last five years (5)

Year	Name of the workshop/ seminar	Date From – To	Link to the Activity report on the website	No. of participation

Key Indicator - 3.3 Research Publications and Awards (20)

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research (1)

Upload the URL having code of ethics	Colleges are provided access to plagiarism detecting software (Yes/No)	Mechanism for detecting plagiarism

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards (1)

Name of the Awardee with contact details	Name of the Award	Name of the Awarding Agency	Year of Award	Incentive details

Documents:

E- copies of the letters of awards

3.3.3 Number of Ph.D.s awarded per teacher during the last five years (4)

Name of the PhD scholar	Name of the Department	Name of the guide/s	Title of the thesis	Year of registration of the scholar	Year of award of PhD

Documents: Shodhuganga and institutional website

3.3.4 Number of research papers per teacher as per list of journals notified on UGC website during the last five years (8)

Title of paper	Name of the author/s	Department of the teacher	Name of journal	Year of publication	ISBN/ISSN number

3.3.5 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years (6)

Title of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National / international	Year of publication	ISBN/ISSN number of the proceeding	Affiliating Institute at the time of publication	Name of the publisher

Key Indicator - 3.4 Extension Activities (60)

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years (5)

Name of the activity	Name of the Award/ recognition	Name of the Awarding government/ recognised bodies	Year of award

Documents:

E-copy of the award letters

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years (15)

Name of the activity	Organising unit/ agency/ collaborating agency	Year of the activity	Number of teachers participated in such activities	Number of students participated in such activities

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years (20)

Name of the activity	Organising unit/ agency/ collaborating agency	Name of the scheme	Year of the activity	Number of teachers participated in such activities	Number of students participated in such activities

Key Indicator - 3.5 Collaboration (20)

3.5.1 Number of linkages for faculty exchange, students exchange, internship, field trip, on-the-job, training, research, etc during the last five years. (10)

Sl. No.	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Year of commencement	Duration (From-To)	Nature of linkage

Documents:
e-Copies of linkage related documents.

3.5.2 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered) (10)

Organisation with which MoU is signed	Name of the institution/ industry/ corporate house	Year of signing MoU	Duration	List the actual activities under each MoU year wise	Number of students/teachers participated under MoUs

Documents:
e-Copies of the MoUs with institution/ industry/ corporate house

Criterion IV – Infrastructure and Learning Resources (100)

Key Indicator - 4.1 Physical Facilities (30)

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc. (10)

Number of classrooms with LCD facilities	Number of classrooms with wifi/LAN facilities	Number of seminar halls with ICT facilities

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years (10)

Budget allocated for infrastructure augmentation	Budget utilised for infrastructure development	Year of allocation
Documents: Budget estimates Audited utilization statements		

Key Indicator - 4.2 Library as a Learning Resource (20)

4.2.3 Does the institution have the following:

(3)

1. e – journals
 2. e-ShodhSindhu
 3. Shodhganga membership
 4. e-books
 5. Databases
- Options:
- A. Any 4 of the above
 - B. Any 3 of the above
 - C. Any 2 of the above
 - D. Any 1 of the above
 - E. None of the above

Details of memberships	Details of subscriptions	Name of service subscribed to	No of e-resources with full text access	Validity period	Usage report from the service provider	Whether remote access provided? (Yes / No)

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (5)

Expenditure on the purchase of books	Expenditure on the purchase of journals	Year of expenditure	Budget allocated	Expenditure on subscription to e-journals and other e-resources

Documents: Audited statements of accounts				

4.2.5 Availability of remote access to e-resources of the library (1)		
E-resource	Contact person details	Whether remote access provided? (Yes / No)

4.2.6 Percentage per day usage of library by teachers and students (4)				
Upload last page of accession register details	Method of computing per day usage of library	Number of users using library through e-access per day	No of teachers accessing library per day	No. of students accessing library per day

Key Indicator - 4.3 IT Infrastructure (30)		
4.3.2 Student - Computer ratio (10)		
Number of computers for students in working condition	Total Number of students	
4.3.3 Available bandwidth of internet connection in the Institution (Leased line) (9)		
Options:		
A. ≥50 MBPS		
B. 35 MBPS - 50 MBPS		
C. 20 MBPS - 35 MBPS		
D. 5 MBPS - 20 MBPS		
E. <5 MBPS		
Number of computers with access to internet	Bandwidth of leased line connection	LAN configuration and speed

4.3.4 Facilities for e-content development such as Media centre, Recording facility, Lecture Capturing System(LCS) (1)	
Name of the e-content development facilities	Provide link to videos of the media centre and recording facility

Key Indicator - 4.4 Maintenance of Campus Infrastructure (20)				
4.4.1 Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years (10)				
Year	Assigned budget on academic support facilities (excluding salary for human resources)	Expenditure on academic support facilities (excluding salary for human resources)	Assigned budget on physical facilities (excluding salary for human resources)	Expenditure on physical facilities (excluding salary for human resources)
Documents: Audited statements of accounts				

Criterion V - Student Support and Progression (130)			
Key Indicator - 5.1 Student Support (50)			
5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (12)			
5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years (12)			
Year	Name of the scheme	Number of students benefited by government scheme	Number of students benefited by non-government schemes
Documents: Upload sanction letter			

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations,
2. Career Counselling,
3. Soft skill development,
4. Remedial coaching,
5. Language lab,
6. Bridge courses
7. Yoga and Meditation
8. Personal Counselling

Options:

- A. 7 or more of the above
- B. Any 6 of the above
- C. Any 5 of the above
- D. Any 4 of the above
- E. Any 3 of the above

Opt One

(10)

Name of the capability enhancement scheme	Year of implementation	Number of students enrolled	Name of the agencies involved with contact details

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counseling offered by the institution during the last five years (10)

Year	Name of the scheme	Number of benefited students by Guidance for Competitive examination	Number of benefited students by Career Counselling activities	Number of students who have passed in the competitive exam	Number of students placed

5.1.5 Average percentage of students benefitted by Vocational Education and Training (VET) during the last five years (5)

Year	Number of students attending VET	Total number of students

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases (1)

Year	No. of grievances appealed	No. of grievances redressed	Average time for grievance redressal in number of days

Documents:

Upload Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and anti ragging committee

Key Indicator - 5.2 Student Progression (45)

5.2.1 Average percentage of placement of outgoing students during the last five years (20)

Year	Number of students placed	Name of the employer with contact details	Package received	Program graduated from

Documents:

Annual reports of Placement Cell

5.2.2 Percentage of student progression to higher education (previous graduating batch) (20)

Year	Number of students enrolling into higher education	Program graduated from	Department graduated from	Name of institution joined	Name of program admitted to

Documents:

Upload supporting data for alumni

5.2.3 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL/Civil Services/State government examinations) (5)

Year	Number of students selected/ qualifying

	NET	SLET	GATE	GMAT	CAT	RGE	TOFEL	Civil Services	State government examinations
Documents: Upload supporting data/documents for the same.									

Key Indicator - 5.3 Student Participation and Activities (25)

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years (15)

Year	Name of the award/ medal	National/ International	Sports/ Cultural	AADHAR / Student ID number	Name of the student
Documents: e-Copies of award letters and certificates.					

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year. (5)

Year	Name of the activity	No. of participation

Key Indicator - 5.4 Alumni Engagement (10)

5.4.2 Alumni contribution during the last five years

Options:

A. ≥ 5 Lakhs

B. 4 Lakhs - 5 Lakhs

C. 3 Lakhs - 4 Lakhs

D. 1 Lakh - 3 Lakhs

E. <1 Lakh

(4)

Name of the alumnus/ alumni association	AADHAR / PAN	Year of graduation	Year of contribution	Quantum of contribution
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Documents: Annual audited statements of accounts. Alumni association audited statements.				

5.4.3 Number of Alumni Association /Chapters meetings held during the last five years (2)

Year	Number of alumni association meetings	Dates of meetings	No of members attended	Total no of alumni enrolled

Criterion VI – Governance, Leadership and Management (100)**Key Indicator - 6.2 Strategy Development and Deployment (10)**

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Options:

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above
- E. Any 1 of the above

Opt one

(4)

Areas of e governance	Name of the Vendor with contact details	Year of implementation
Planning and Development		
Administration		
Finance and Accounts		
Student Admission and Support		

Examination		
Documents: ERP Documents. Screen shots of user interfaces Annual e governance report approved by Governing Council/ Board of Management/ Syndicate		

Key Indicator - 6.3 Faculty Empowerment Strategies (30)

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years (6)

Year	Name of teacher	PAN	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support

6.3.3 Average number of professional development / administrative training programs organized by the HEI for teaching and non teaching staff during the last five years. (5)

Year	Sl. No	Title of the professional development program organised for teaching staff	Title of the administrative training program organised for non-teaching staff	Dates (from-to)	No of participants (Teaching staff)	No of participants (Non-teaching staff)

Documents:

Reports of the Human Resource Development Centers (UGC ASC or other relevant centers)

6.3.4 Average percentage of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs during the last five years. (5)

Year	Number of teachers who attended	Title of the professional development program	Date and Duration (from – to)
Documents: Reports of the Human Resource Development Centres (UGC ASC or other relevant centres) Annual reports of the IQAC and the HEI			

Key Indicator - 6.4 Financial Management and Resource Mobilization (20)

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III) (8)

Year	Name of the non government funding agencies/ individuals	Funds/ Grants received in Rs.	Initiative
Documents: Annual statements of accounts			

Key Indicator - 6.5 Internal Quality Assurance System (30)

6.5.3 Average number of quality initiatives by IQAC per year for promoting quality culture (3)

Year	Name of quality initiative by IQAC	Date of conducting activity	Duration (from – to)	Number of participants

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
 2. Academic Administrative Audit (AAA) and initiation of follow up action
 3. Participation in NIRF
 4. ISO Certification
 5. NBA or any other quality audit
- Options:
- A. Any 4 of the above
 - B. Any 3 of the above

- C. Any 2 of the above
 D. Any 1 of the above
 E. None of the above

(6)

Year	AQARs prepared/ submitted. (Yes /No)	Academic Administrative Audit (AAA) and initiation of follow up action	Participation in NIRF. (Yes /No)	ISO Certification. (Yes /No)	NBA or any other certification received. (Yes /No)

Documents:

Annual reports of HEI

AQARs of IQAC

e-Copies of the accreditations and certifications

Criterion VII – Institutional Values and Best Practices (100)**Key Indicator - Institutional Values and Social Responsibilities (50)**

7.1.1 Gender Equity (10)

1. Number of gender equity promotion programs organized by the institution during the last five years

Title of the program	Date and Duration (from-to)	Number of participants by Gender	
		Female	Male

7.1.2 Environmental Consciousness and Sustainability (10)

Alternate Energy initiatives such as:

1. Percentage of power requirement of the HEI met by the renewable energy sources

(1)

Power requirement met by renewable energy sources	Total power requirement	Renewable energy source	Renewable energy generated and used	Energy supplied to the grid

2. Percentage of lighting power requirements met through LED bulbs (1)

Total Lighting requirements	Percentage Lighting through LED bulbs	Percentage Lighting through other sources
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6.Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years (2)			
Year	Budget allocated for green initiatives	Expenditure on green initiatives and waste management excluding salary component	Annual expenditure excluding salary component of the institution

7.1.3 Differently abled (Divyangjan) friendliness (10)

Resources available in the institution

- 1) Physical facilities
- 2) Provision for lift
- 3) Ramp / Rails
- 4) Braille Software/facilities
- 5) Rest Rooms designated
- 6) Scribes for examination
- 7) Special skill development for differently abled students
- 8) Any other similar facility (Specify)

Options:

- A. 7 and more of the above
- B. At least 6 of the above
- C. At least 4 of the above
- D. At least 2 of the above
- None of the above

Physical facilities (Yes/ No)	Provision for lift (Yes/ No)	Ramp/ Rails (Yes/ No)	Braille Software/facilities (Yes/ No)	Rest Rooms (Yes/ No)	Scribes for examination (Yes/ No)	Special skill development for differently abled students (Yes/ No)	Any other similar facility

Documents:

Photos and videos

7.1.4 Inclusion and Situatedness (10)

• Number of specific initiatives to address locational advantages and disadvantages during the last five years (5)						
• Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere) (5)						
Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date and duration of the initiative	Name of the initiative	Issues addressed	Number of participating students and staff
7.1.5 Human Values and Professional Ethics (10)						
• Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff (1)						
Upload URL stating code of conduct						
• Display of core values in the institution and on its website (1)						
Upload URL						
• The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations (1)						
Year	Sl. No.	Title of the program/Activity	Duration (from-to)	Number of participants	Provide/upload supporting documents	
• The institution offers a course on Human Values and professional ethics (1)						
Upload supporting documents						
• The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions (1)						
Upload supporting documents						
• Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years Provide year-wise list of activities and upload videos/photographs (2)						
Year	Title of the program/Activity		Duration (from-to)	Number of participants		

Documents: HEI code of conduct for students HEI code of conduct for teachers Handbooks, manuals and brochures on human values and professional ethics. Report on the student attributes facilitated by the HEI			

Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution

with seal:

Place:

Date:

Section C: Appendices

1. *Glossary and Notes*
2. *Abbreviations*
3. *Revised A&A Process of NAAC*

Appendix 1: Glossary & Notes

Academic Audit	: An exercise which serves to provide assurance that the delegated responsibilities for quality and standards of academic provision are being appropriately discharged.
Academic Calendar	: The schedule of the institution for the academic year, giving details of all academic and administrative events.
Academic Flexibility	: Choice offered to the students in the curriculum offering and the curriculum transactions.
Accreditation	: Certification of quality that is valid for a fixed period, which in the case of NAAC is five years
Advanced Learners Assessment	: Students who perform very much better than the class averages
Assessors	: Performance evaluation of an institution or its units based on certain established criteria
Assessors	: Trained academics or experts who represent NAAC on peer teams.
Attainment of Course Outcomes (COs)	: COs are to be attained by all students at the end of a formal course. While the method of computation of attainment of COs is not unique, each institution has to follow a well-defined direct method of computing CO attainment based on the student performance in all assessment instruments, and indirect method of computing COs through course exit survey of students
Benchmarks	: An example of good performance that serves as a standard for comparison of one's own performance. It is a technique in which an institution measures its performance against that of the best of others.
Bibliometrics	: is a statistical analysis of written publications, such as books or articles
Blended Learning	: A mixing of different learning environments such as traditional face-to-face classroom methods with modern computer-mediated activities.
Bridge Course	: A teaching module which helps to close the gap between two levels of competence.
Carbon Neutral	: A term used to describe fuels that neither contribute to nor reduce the amount of carbon (measured in the release of carbon dioxide) into the atmosphere.
Catering to Student Diversity	: The strategies adopted by institution to fulfill the needs of a heterogeneous group of students.
CEC (Under Graduate)	: Career Education Centre
Choice Based Credit System (CBCS)	: A mode of learning in higher education which facilitates a student to have some freedom in selecting his/her own choices, across various disciplines for completing a UG / PG program. All UG and PG programs, as per UGC, have to implement CBCS
Citation Index	: The number of times a research papers is referred to by other researchers in refereed journals, and is a measure of validity of its contents.
Co-Curricular Activities	: Activities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etc
Collaboration	: Formal agreement/ understanding between any two or more institutions for training, research, student/ faculty exchange or extension support.

Completion Rates(course/pr ogramme)	: The ratio of the total number of learners successfully completing a course/ graduating from a programme in a given year to the total number of learners who initially enrolled on the course/programme.
Constituencies	: All the academic, administrative and support units of the institution.
Counseling	: Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.
Course	: A course is a unit of 2 to 6 credits in a formal program. A 3-credit course will have three classroom sessions of one-hour duration during each week for the entire semester. Example: Program: BA Economics; Course: Kerala Economy; Credits: 3:0:1
Course Outcomes (COs)	: COs are statements that describe what students should be able to do at the end of a course. They can be 6±2 for courses with 2 to 4 credits, and 8±2 for courses with 5 to 6 credits. (examples are given in the “Notes”.
Course Outlines	: List of the course modules, similar to a table of contents in a book or the outline used for writing papers. The outline defines the scope and content of the course.
Course Schedule	: Details of classes being offered, its time, location, faculty, and its unique number which students must know in order to register. The course schedule is published prior to the commencement of registration for each semester / session.
Credit	: A credit system is a systematic way of describing an educational programme by attaching credits to its components. University Grants Commission defines one credit as 1 Theory period of one hour per week over a semester 1 Tutorial period of one hour per week over a semester 1 Practical period of two hour per week over a semester
Criteria	: Pre-determined standards of functioning of an institution of higher education that form the basis of assessment and accreditation as identified / defined by NAAC.
Cross Cutting Issues	: Cross cutting issues refer to the abilities of students to have sufficient disciplinary knowledge, to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn outside school; and have the skills to enter careers of their choice.
Curriculum Design and Development	: Process of defining the contents of units of study and usually obtained through needs assessment, feedback from stakeholders and expert groups. Curriculum design and curriculum development are procedures which are closely linked to the description of learning outcomes.
Cycles of Accreditation	: An institution undergoing the accreditation process by NAAC for the first time is said to be in Cycle 1 and the consecutive five year periods as Cycle 2, 3 and so on.
Dare Database - International Social Sciences Directory	: Provides access to world wide information on social science, peace, and human rights research and training institutes, social science specialists, and social science periodicals.
Demand Ratio	: The ratio of the number of seats available in a program/institute to the number of valid applications
Dual degree	: Pursuing two different university degrees in parallel, either at the same institution or at different institutions (sometimes in different countries), completing them in

	less time than it would take to earn them separately.
EBSCO host	: Is an online reference resource with designed to cater to user needs and preferences at every level of research, with over 350 full text and secondary databases available.
Eco system for Innovations	: Eco system for innovation comprises of material resources (funds, equipment, facilities, etc.) and the human resources (students, faculty, staff, industry representatives, etc.) and linkages among them that make up the institutional entities to promote the development of products and systems that are likely to have significant economic value.
E-learning Resources	: Learning resources available on Internet
e-PG Pathshala	: High quality, curriculum-based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistics and languages developed under the initiative of MHRD, under its National Mission on Education through ICT (NMEICT) Mission. http://epgp.inflibnet.ac.in/
e-Shodhganga	: Shodhganga@INFLIBNET provides a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access.
e-ShodhSindhu	: e-Shodh Sindhu (https://www.inflibnet.ac.in/ess) provides current as well as archival access to more than 15,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and aggregators to its member institutions including centrally-funded technical institutions.
Elective Courses	: A choice available to students to select from among a large number of subjects.
Emerging Areas	: New areas of study and research deemed important to pursue. These areas may have been identified by national agencies or international bodies.
Enrichment Courses	: Value added courses offered by institution for student empowerment. They enhance the curriculum by amplifying, supplementing and replacing such parts or features as have become ineffective or obsolete.
Evaluation Process and Reforms	: Assessment of learning, teaching and evaluation process and reforms to increase the efficiency and effectiveness of the system.
Examination Management System	: Examination management system is a well-defined document or a software application for the planning, administration, documentation, tracking, evaluation of students responses, and announcement of grades/marks obtained by students in all formal learning activities in an educational program
Experiential Learning	: Is a process of learning through experience and is more specifically defined as “learning through reflection on doing”.
Extension Activities	: The aspect of education, which emphasizes neighbourhood services. These are often integrated with curricula as extended opportunities intended to help, serve reflect and learn. The curriculum- extension interface has educational values, especially in rural India.
Faculty Development Program	: Programs aimed at updating the knowledge and pedagogical skills of faculty.

Feedback	: Formative and evaluative comments given by tutors on the performance of individual learners. Evaluative comments made by stakeholders to the institution on the quality and effectiveness of a defined process. Response from students, academic peers and employers for review and design of curriculum.
Field Project	: Formal projects students need to undertake that involve conducting surveys outside the college/university premises and collection of data from designated communities or natural places
Financial Management Flexibility	: Budgeting and optimum utilization of financial resources.
Functional MoUs	: A mechanism through which students have wider choices of programmes to choose from, as well as, multiple entry and exit points for programmes /courses.
Full Time Teachers	: Memoranda of Understanding that are currently operational, signed by the Institute with national and international agencies
	: A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.
Gender Audit	: A tool and a process based on a methodology to promote organizational learning at the individual, work unit and organizational levels on how to practically and effectively mainstream gender.
Graduate Attributes	: The disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future.
Green Audit	: The process of assessing the environmental impact of an organization, process, project, product, etc
Grievance Redressal	: Mechanisms for receiving, processing and addressing dissatisfaction expressed, complaints and other formal requests made by learners, staff and other stakeholders on the institutional provisions promised and perceived.
H-index (Hirsch Index)	: An index that attempts to measure both the productivity and impact of the published work of a scientist or scholar. The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications.
Human Resource Management	: The process of assessing the human power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback.
Humanities International Complete	: A comprehensive database covering journals, books and reference sources in the humanities. This database provides citation information for articles, essays and reviews, as well as original creative works including poems and fiction. Photographs, painting and illustrations are also referenced
ICT	: Information and Communication Technology Consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services.
Impact factor (IF)	: A measure of the citations to science and social sciences journals. The impact

	factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication.
Inclusion, Inclusiveness	: Inclusiveness in educational institutions refers to the educational experiences practiced with reference to gender, ethnicity, social class and differently abled.
INFLIBNET Database	: Information and Library Network Centre maintains a database on books, theses and serials
Infrastructure	: Physical facilities like building, play fields, hostels etc. which help run an institutional program.
Institutional Information for Quality Assessment (IIQA)	: IIQA is a requirement, which needs to be submitted online by all categories of HEIs
Institutional Distinctiveness	: Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location
Institutional Social Responsibility (ISR)	: Focuses on the institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behaviour and the need to practice good citizenship.
Interdisciplinary research	: An integrative approach in which information from more than one discipline is used in interpreting the content of a subject, phenomenon, theory or principle.
Internal Quality Assurance Cell (IQAC)	: Forming Internal Quality Assurance Cell (IQAC) is to be established in every accredited institution as a post-accreditation quality sustenance measure. http://www.naac.gov.in/IQAC.asp
Internal Quality Assurance System (IQAS)	: Self regulated responsibilities of the higher education institutions aimed at continuous improvement of quality for achieving academic and administrative excellence.
Internship	: A designated activity that carries some credits involving more than 25 days of working in an organization under the guidance of an identified mentor
ISO Certification	: ISO 9001 certification enhances customer satisfaction by meeting customer requirements. The institution is able to provide right services. ISO certification enhances functional efficiency of an organization.
Leadership	: Term used for setting direction and create a student- focused, learning oriented climate, clear and visible values and high expectation by ensuring the creation of strategies, system and methods for achieving excellence, stimulating innovation and building knowledge and capabilities
Learning Management Systems	: A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs. They help the instructor deliver material to the students, administer tests and other assignments, track student progress, and manage record-keeping. MOODLE is an example of open source LMS
Learning Outcomes	: Specific intentions of a programme or module, written in clear terms. They describe what a student should know, understand, or be able to do at the end of

	that programme or module
Library as a Learning Resource	: The library holdings in terms of titles of books, journals and other learning materials and technology aided learning mechanism, which enable the students to acquire information, knowledge and skills required for their study.
Levels of Outcomes	: <ul style="list-style-type: none"> ➤ Program Outcomes: POs are statements that describe what the students graduating from any of the educational programs should be able to do. ➤ Program Specific Outcomes: PSOs are statements that describe what the graduates of a specific educational program should be able to do. ➤ Course Outcomes: COs are statements that describe what students should be able to do at the end of a course
New Technologies	: Digital tools and resources (hardware and software) and their application in the field of education.
NIRF	: National Institutional Ranking Framework (NIRF), approved by the MHRD, outlines a methodology to rank institutions across the country. The parameters and sub-parameters associated with this mechanism are evolving from year to year. https://www.nirfindia.org/Docs/Ranking_Methodology_And_Metrics_2017.pdf
N-LIST	: N-LIST stands for "National Library and Information services Infrastructure for Scholarly Content". http://nlist.inflibnet.ac.in/faq.php
OBE: Outcome Based Education	: OBE is an educational theory that bases each part of an educational system around goals (outcomes). Each student should have achieved the goal by the end of the educational experience
Open Educational Resources	: Educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute.
Optimum Utilization of Infrastructure	: The infrastructure facilities are made available to the student for their maximum utilization. e.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary programs.
Organogram	: Organogram is the word, a diagram that shows the structure of an organization and the relationships between the relative ranks of its part and position/ job. It is also known as Organisational Structure.
Outcome	: An outcome of an educational program is what the student should be able to do at the end of a program/ course/ instructional unit.
Outreach Activities	: Is the practice of conducting local public awareness activities through targeted community interaction
Participative Learning	: Participatory Learning and Action is a family of approaches, methods, attitudes, behaviours and relationships, which enable and empower people to share, analyze and enhance their knowledge of their life and conditions, and to plan, act, monitor, evaluate and reflect.
Participative Management	: Refers to an open form of management where employees are actively involved in the institution's decision making process.
Perspective Development	: Is a blue print regarding the objectives and targets of long term growth
Physical Facilities	: Infrastructure facilities of the institution to run the educational programs efficiently and the growth of the infrastructure to keep pace with the academic

	growth of the institution.
Policy for Promotion of Research	: Processes defined by the institution to facilitate the teachers to write research proposals, seek funding, conduct research, publish, and evaluate and reward the research done.
Pre-qualifiers	: For the Assessment and Accreditation (A&A) in revised framework the NAAC has proposed certain pre-qualifier test. Higher Education Institutions (HEIs) coming for A&A needs to have compliance with Institutional Information for Quality Assessment (IIQA). HEI will apply A&A in online mode of application. From the data filled by Institution a score and Institution SSR will be generated. Pre-qualifiers for peer team visit will be based on Institution score in each criterion. Institution needs to score at least 30% of the quantitative (System Generated) score in each criterion to proceed with peer team visit. Institution failing this can apply afresh on.
Problem Based Learning (PBL)	: Is a student-centred pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication.
Program	: A range of learning experiences offered to students in a formal manner over a period of one-to-four years leading to certificates/ diplomas/ degrees. Examples: BA (Economics) BSc (Physics). All possible formal degree programs are identified by UGC
Program Options	: A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates.
Program Outcomes	: Program Outcomes (POs) are what knowledge, skills and attitudes a graduate should have at the time of graduation. While no agency has formally defined the POs of General Higher Education 3-year degree programs in India, POs of all professional programs in engineering and other areas are identified at national level by the concerned accrediting agency. POs are not specific to a discipline.
Promotion of Research and Research Support System	: The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties.
Remedial Courses	: Courses offered to academically disadvantaged students in order to help them cope with academic requirements.
Research	: Systematic intellectual investigations aimed at discovering, interpreting and revising human knowledge.
Research Grant	: Grant generated/ received from different agencies by the institution for conducting research projects.
Research Output	: Quality research outcome beneficial for the discipline, society, industry and dissemination of knowledge including theoretical and practical findings.
Resource Mobilization	: Generation of funds through internal and external sources such as donations, consultancy, self-financing courses and so on.
SCOPUS	: The world's largest abstract and citation database of peer-reviewed literature and quality web sources.
Seed money	: Funds provided to a teacher or a group of teachers by the institution to get the research

for Research Situatedness	initiated to facilitate the preparation of formal research proposal for funding.
SJR (SCImago Journal Rank)	: Situatedness refers to involvement within a context. It also refers to placement of learning experiences in authentic contexts or settings
Slow Learners	: This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database).
SNIP (Source Normalized Impact per Person)	: Students who perform very much below the class averages
Stakeholder Relationship	: Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field?
Strategic Plan	: Affiliation and interaction with groups or individuals who have an interest in the actions of the institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization.
Strategy Development	: A specific, action-oriented medium or long-term plan for making progress towards a set of institutional goals.
Student Centric Methods	: Formulation of objectives, directives and guidelines with specific plans for institutional development.
Student Profile	: Methods of instruction that focus on products of learning by the students
Student Progression	: The student community of the institution, their strength and the diversity in terms of economic and social strata, location and other demographic aspects such as gender, age, religion, caste, rural/ urban.
Student Support	: Vertical movement of students from one level of education to the next higher level successfully or towards gainful employment.
SWAYAM	: Facilitating mechanism for access to information fee structure and refund policies and also guidance and placement cell with student welfare measures to give necessary learning support to the students.
Teacher Quality	: SWAYAM is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. https://swayam.gov.in/
Twinning Programmes	: A composite term to indicate the qualification of the faculty, the adequacy meant for recruitment procedures, professional development, recognition and teachers characteristics.
Value Added Courses	: An arrangement between two institutions where a provider in source country A collaborates with a provider in Country B to allow students to take course credits in Country B and/or in source Country A. Only one qualification is awarded by the provider in source Country A. Arrangements for twinning programs and awarding of degrees usually comply with national regulations of the provider in source Country A.
	: Courses of varying durations which are optional, and offered outside the curriculum that add value and helping them students in getting placed.

NOTES

It is considered necessary to provide some exemplars for the different levels of learning outcomes at higher education level. While no agency has defined the POs of General Higher Education three year programme in India, POs of all professional programs in engineering and other areas are identified at the national level by the concerned accrediting agency. Given below is set of POs of an engineering program identified by National Board of Accreditation (NBA). In respect of PSOs and COs, examples from science and social science disciplines are given. These are not comprehensive or exhaustive. But, they point out the manner in which these outcomes can be stated for any educational program/course. In case the HEI has these already stated, they may be submitted; however, if at any of these three levels outcomes are not listed, they may be developed and uploaded in Institutional website.

Sample for Course Outcomes	Sample COs of the course “Animal Diversity – Non Chordata”
	Describe general taxonomic rules on animal classification
	CO1 Classify Protista up to phylum using examples from parasitic adaptation
	CO2 Classify Phylum Porifera with taxonomic keys
	CO3 Describe the phylum Coelenterata and its polymorphism
	CO4 Write down the life history of Fasciola and its classification
	CO5 Describe Phylum Nematoda and give examples of pathogenic Nematodes
	CO6 Identify the characters of Phylum Annelida with its classification
	CO7 Write down the classification and characteristics of Phylum Arthropoda
	CO8 Identify the given Mollusca with respect to economic importance
Credits	CO9 Write down the classification and characteristics of Phylum Echinodermata, Phylum Hemichordata and minor phylas
	1 Theory period of one hour per week over a semester
	1 Tutorial period of one hour per week over a semester
	1 Practical period of two hour per week over a semester
ISO Certification	ISO 9001:2015 implementations help to manage the resources effectively, as you will be able to utilise all your resources to its maximum extent. Once the institution obtains ISO 9001 certificate it creates path to improve the processes

continually.

Program Outcomes For Every degree program broad expectations should be listed by the University. Examples are given below from NBA for an Engineering Degree Program.

- PO1. **Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
- PO2. **Problem analysis:** Identify, formulate, research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
- PO3. **Design/development of solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- PO4. **Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- PO5. **Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
- PO6. **The engineer and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
- PO7. **Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts,

and demonstrate the knowledge of, and need for sustainable development.

- PO8. **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
- PO9. **Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- PO10. **Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
- PO11. **Project management and finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
- PO12. **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

POs of General Higher Education Programs should be identified by the University/Autonomous College offering the three year programs

Sample POs of General Higher Education Programs: Students of all undergraduate general degree programs at the time of graduation will be able to

- PO1. **Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
- PO2. **Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and

make meaning of the world by connecting people, ideas, books, media and technology.

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

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

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

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

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

**Program Specific
Outcomes**

Sample PSOs of BSc Zoology

PSO1. Understand the nature and basic concepts of cell biology, Biochemistry, Taxonomy and ecology.

PSO2. Analyse the relationships among animals, plants and microbes

PSO3. Perform procedures as per laboratory standards in the areas of Biochemistry, Bioinformatics, Taxonomy, Economic Zoology and Ecology

PSO4. Understand the applications of biological sciences in Apiculture, Aquaculture, Agriculture and Medicine

Sample PSOs of BA Economics

PSO1: Understand the behaviour of Indian and World economy,

PSO2: Analyse macroeconomic policies including fiscal and monetary policies of India

PSO3: Determine economic variables including inflation, unemployment,

poverty, GDP, Balance of Payments using statistical methods

PSO4: Understand the behaviour of financial and money markets and perform cost-benefit analysis for making investment decisions

Course Outcomes **Sample COs of the course “Animal Diversity – Non Chordata”**

CO1 Describe general taxonomic rules on animal classification

CO2 Classify Protista up to phylum using examples from parasitic adaptation

CO3 Classify Phylum Porifera with taxonomic keys

CO4 Describe the phylum Coelenterata and its polymorphism

CO5 Write down the life history of Fasciola and its classification

CO6 Describe Phylum Nematoda and give examples of pathogenic Nematodes

CO7 Identify the characters of Phylum Annelida with its classification

CO8 Write down the classification and characteristics of Phylum Arthropoda

CO9 Identify the given Mollusca with respect to economic importance

CO10 Write down the classification and characteristics of Phylum Echinodermata, Phylum Hemichordata and minor phylas

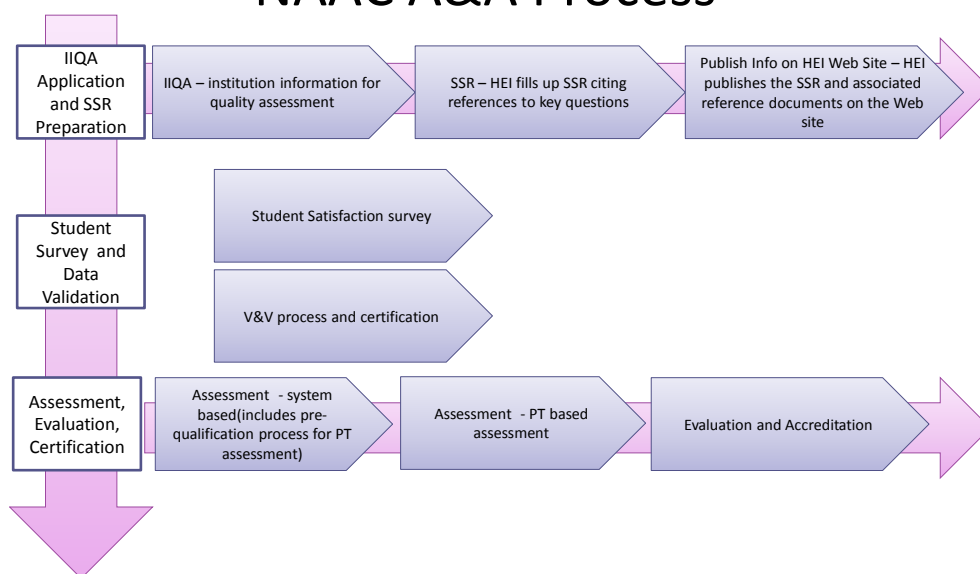
Appendix 2: Abbreviations

A&A (A/A)	-	Assessment and Accreditation
AC	-	Academic Council
ACM	-	Associates of Computing Machinery
AMC	-	Annual Maintenance Contract
AVRC	-	Audio-Visual Research Centre
AICTE	-	All India Council for Technical Education
AQAR	-	Annual Quality Assurance Report
BoS	-	Board of Studies
BCUD	-	Board of College and University Development
CAL	-	Computer Aided Learning
CAS	-	Center for Advanced Studies
CAT	-	Common Aptitude Test
CBCS	-	Choice Based Credit System
CD	-	Compact Diskette
CDC	-	College Development Council
CEC	-	Consortium for Educational Communication
CGPA	-	Cumulative Grade Point Average
Cr	-	Criteria
Cr-GPA(s)	-	Criterion-wise Grade Point Average(s)
COHSSIP	-	Committee for Humanities and Social Science Improvement Program
COSIP	-	Committee for Science Improvement Program
COSIST	-	Committee for Strengthening of Infrastructure Improvement Program in Science and Technology
CSA	-	Centre for Social Action
CSIR	-	Council of Scientific and Industrial Research
CPE	-	Colleges with Potential for Excellence
DELNET	-	Developing Library Network
DEP	-	Distance Education Programmes
DRS	-	Departmental Research Support of UGC
DSA	-	Departmental Special Assistance of UGC
DST	-	Department of Science and Technology
EMRC	-	Educational Multimedia Research Centre
FIST	-	Fund for the Improvement of Science and Technology Infrastructure
GATE	-	Graduate Aptitude Test in Engineering
GATS	-	General Agreement on Trade in Services
GMAT	-	Graduate Management Admission Test
GRE	-	Graduate Record Examination
IAS	-	Indian Administrative Services
ICHR	-	Indian Council of Historical Research
ICPR	-	Indian Council of Philosophical Research
ICSSR	-	Indian Council of Social Science Research
ICT	-	Information and Communication Technology
IEEE	-	Institute of Electrical and Electronic Engineers

IIQA	-	Institutional Information for Quality Assessment
IQAC	-	Internal Quality Assurance Cell
IQAS	-	Internal Quality Assurance System
INFLIBNET	-	Information and Library Network
INQAAHE	-	International Network for Quality Assurance Agencies in Higher Education
INSA	-	Indian National Science Academy
IPR	-	Intellectual Property Rights
ISR	-	Institutional Social Responsibility
IUC	-	Inter University Centre
KI	-	Key Indicator
KI-GP(s)	-	Key Indicator-wise Grade Point(s)
MHRD	-	Ministry of Human Resource and Development
MoC	-	Memorandum of Contract
MoU	-	Memorandum of Understanding
MIR	-	Minimum Institutional Requirements
MIS	-	Management Information System
NCTE	-	National Council for Teacher Education
NET	-	National Eligibility Test
NGO	-	Non Governmental Organization
NME-ICT	-	National Mission on Education through Information and Technology
NPE	-	National Policy Education
NPTEL	-	National Programmed Teaching Enhanced Learning
OMR	-	Optical Mark Recognition
OPAC	-	Online Public Access Catalogue
PTR	-	Peer Team Report
QAA	-	Quality Assurance Agency
SAP	-	Special Assistance Program
SET/SLET	-	State Level Eligibility Test
SJR	-	SCImago Journal Rank
SLQACC	-	State Level Quality Assurance Co-ordination Committee
SNIP	-	Source Normalized Impact per Paper
SSR	-	Self-Study Report
SWOC	-	Strengths, Weaknesses, Opportunities and Challenges
TEI	-	Teacher Education Institution
TOEFL	-	Test of English as a Foreign Language
UGC	-	University Grants Commission
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNO	-	United Nation Organization
UNICEF	-	United Nations Children Educational Foundation
UNDP	-	United Nation Development Programme
USIC	-	University Science Instrumentation Centre
Wi-Fi	-	Wireless Fidelity
YRC	-	Youth Red Cross

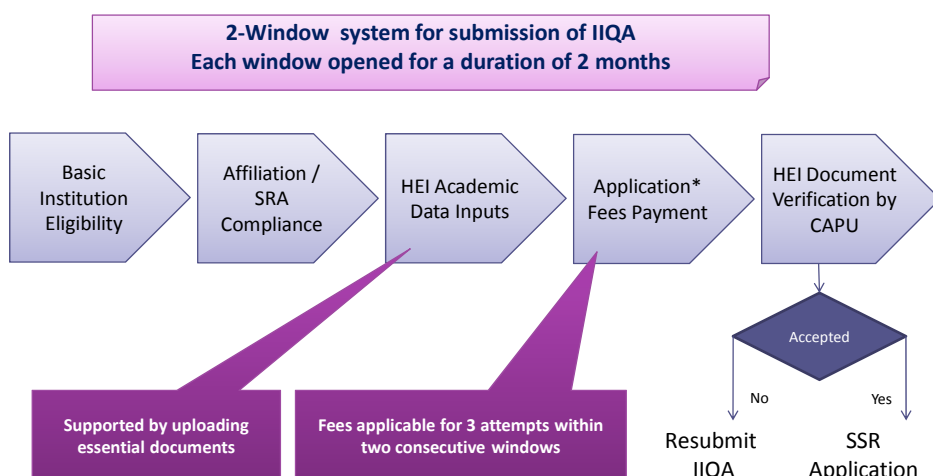
Appendix 3: Revised Assessment and Accreditation Process of NAAC

NAAC A&A Process*

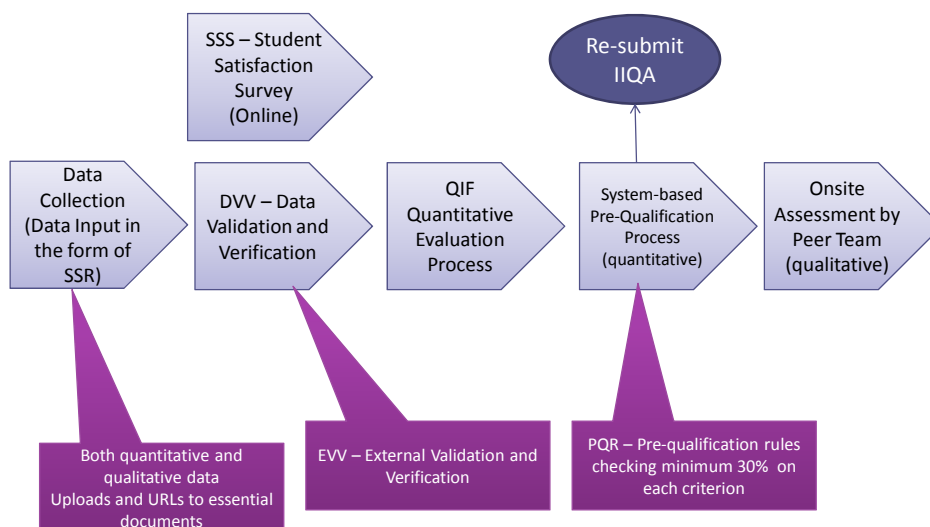


* Main Process Components – normal path

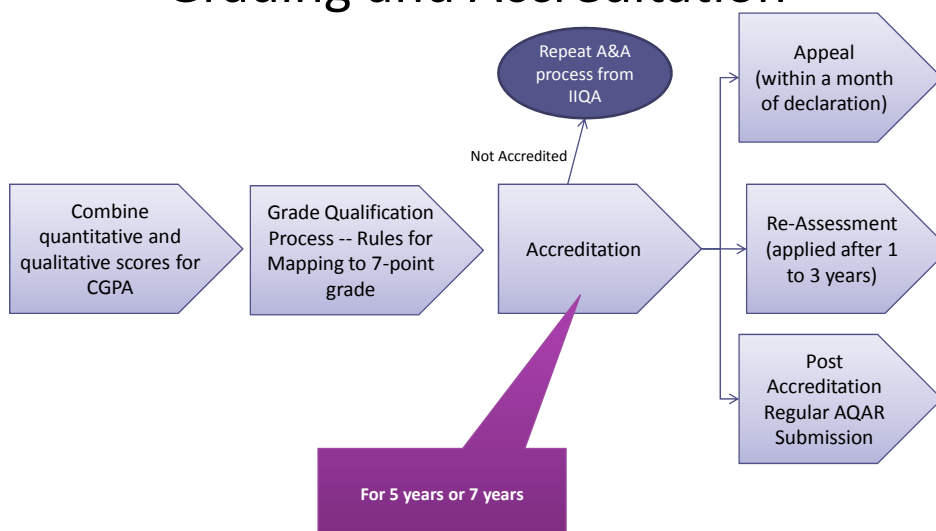
IIQA Application Process



SSR Application and Assessment



Grading and Accreditation



For Communication with NAAC

The Director

National Assessment and Accreditation Council (NAAC)

(An Autonomous Institution of the University Grant Commission)

P.O. Box No. 1075, Nagarbhavi, Bengaluru- 560 072

Phone : + 91-08-2321 0261/62/63/64/65

Fax : + 91-08-2321 0268, 2321 0270

Email : director.naac@gmail.com

Website : www.nacc.gov.in