Institutional Accreditation

MANUAL for Self-study Report Affiliated/Constituent Colleges

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(An Autonomous Institution of the University Grants Commission)

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 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 academicians 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.

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Bengaluru

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CONTENTS

Page No.

Preface	Page No.
SECTION A: Guidelines for Assessment and Accreditation	
I. Introduction	5
Vision and Mission	5
Core Values	6
II. Assessment and Accreditation of Higher Education Institutions	8
Revised Assessment and Accreditation (A&A) Framework	8
Focus of Assessment	9
III. Quality Indicator Framework (QIF) - Description	10
IV. Eligibility for Assessment and Accreditation by NAAC	21
V. The Assessment Process	22
VI. Procedural Details	24
VII. Assessment Outcome	27
Calculation of Institutional CGPA	28
VIII. Mechanism for Institutional Appeals	29
IX. Re-Assessment	30
X. Subsequent Cycles of Accreditation	30
XI. Fee Structure and other Financial Implications	31
XII. Getting Ready for Submission of Self - Study Report (SSR)	32
XIII. Mandatory Disclosure on HEI's Website	34
SECTION B: Data Requirements for Self - Study Report (SSR)	
1. Executive Summary	36
2. Profile of the College	37
3. Extended Profile of the College	46
4. Quality Indicator Framework (QIF)	47
SECTION C: Appendices	
1. Appendix 1: Glossary and Notes	70
2. Appendix 2: Abbreviations	82

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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 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.

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I. INTRODUCTION

India has one of the largest and diverse education systems in the world. Privatization, widespread expansion, increased autonomy and introduction of Programmes 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 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 higher education institutions in the country. The NAAC methodology for Assessment and Accreditation is very much similar to that followed by Quality Assurance (QA) agencies across the world and consists of self-assessment by the institution along with external peer assessment organized by NAAC.

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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

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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 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

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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 continue 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 in making appropriate revisions in the process so as to accelerate the process with greater quality rigor.

Revised Assessment and Accreditation (A&A) Framework

The Revised Assessment and Accreditation Framework was 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 25% of system generated score
- introducing *System Generated Scores* (SGS) with combination of online evaluation of Quantitative metrics and peer judgement of Qualitative metrics.
- in introducing the element of *third party validation* of data
- 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

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The Revised Assessment and Accreditation Framework was launched in July 2017. It represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. After launching the same several modifications and updations have been carried. Recently updation of manual is in line with the NEP-2020 recommendations.

Again in January 2022 metrics related to seven criteria including both Q_nM and Q_lM have been now reduced to ease the Assessment and Accreditation process of NAAC for Affiliated/Constituent Colleges without compromising the quality aspects in Higher Education.

The stakeholders of Higher Education have given their feedback to reduce the degree and magnitude of predicament faced by them, during the process of filling their Self Study Report. Accordingly, NAAC has constituted a specialized team to look into the methodology adapted in the Revised Accreditation Framework (RAF), to facilitate all the Higher Education Institutions in the country. The Ministry of Education and University Grants Commission have requested NAAC to go for ease of doing Accreditation of Higher Education Institutions to reach the unreached specially in far flung region from different parts of the country.

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 (QA) 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 QA 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.

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III. QUALITY INDICATOR FRAMEWORK (QIF) - DESCRIPTION

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 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 updating are also gauged.

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

KEY INDICATORS

1.1 Curriculum Planning and Implementation
1.2 Academic Flexibility

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1.3 Curriculum Enrichment
1.4 Feedback System

1.1 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 university 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 and 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 analysing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

Criterion II: - Teaching Learning and Evaluation

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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 Student Teacher Ratio

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 put forth its 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 Student Teacher Ratio

The student-teacher ratio has been found to be one of the strongest indicators of student success and engagement. Logically, it's little wonder why. The fewer students each teacher works with, the more closely they're able to adapt their teaching to the specific learning styles. They're also able to develop healthy one-on-one mentoring relationships and offer insight and help in ways that would be impossible in a larger classroom. Additionally, a lower ratio will lighten the workload for teachers, enabling them to focus on the quality rather than the quantity of their teaching and grading.

2.3 Teaching Learning Process

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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 individualized, 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, 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

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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 Resource Mobilization for Research
3.2 Innovation Ecosystem
3.3 Research Publications and Awards
3.4 Extension Activities
3.5 Collaboration

3.1 Resource Mobilization 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 faculties are empowered to take up research activities utilizing the existing

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facilities. The institution encourages its staff to engage in interdisciplinary and interdepartmental research activities and resource sharing.

3.2 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) and 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.

3.3 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, inventions and discoveries, and number of research publications.

3.4 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.

3.5 Collaboration

Through collaboration the HEIs can 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.

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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

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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

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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 captured in 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.

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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 higher education institutions, aimed at continuous improvement of quality and achieving academic excellence. The institution has mechanisms for academic and administrative auditing. It adopts quality management strategies in all academic and administrative aspects. The institution has an 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 at least 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.

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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 is captured in 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.

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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 MoE/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 recognized by UGC as an affiliating University)

   a) Provided the Colleges are affiliated to a University recognized 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 recognized by Association of 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 fulfillment 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), during the last six months of the validity period subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.

4. **Any other HEIs** at the discretion of NAAC.

Note:

1. *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.*

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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 56 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'* (Q_nM); and two, those metrics requiring descriptive responses and are accordingly named '*qualitative metrics'* (Q_lM). 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	Affiliated/Constituent Colleges
Criteria	7
Key Indicators (KIs)	32
Qualitative Metrics (Q_lM)	22
Quantitative Metrics (Q_nM)	34
Total Metrics ($Q_lM + Q_nM$)	**56**

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.

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Table 2: Distribution of weightages across Key Indicators (KIs)

Criteria and Key Indicators	Weightages
Criterion 1 – Curricular Aspects	**100**
Key Indicator- 1.1 Curricular Planning and Implementation	20
Key Indicator- 1.2 Academic Flexibility	30
Key Indicator- 1.3 Curriculum Enrichment	30
Key Indicator- 1.4 Feedback System	20
Criteria 2- Teaching- Learning and Evaluation	**350**
Key Indicator- 2.1 Student Enrolment and Profile	40
Key Indicator- 2.2 Student Teacher Ratio	40
Key Indicator- 2.3 Teaching- Learning Process	40
Key Indicator- 2.4 Teacher Profile and Quality	40
Key Indicator- 2.5 Evaluation Process and Reforms	40
Key Indicator- 2.6 Student Performance and Learning Outcome	90
Key Indicator- 2.7 Student Satisfaction Survey	60
Criteria 3- Research, Innovations and Extension	**110**
Key Indicator 3.1 Resource Mobilization for Research	10
Key Indicator 3.2 Innovation Ecosystem	15
Key Indicator 3.3 Research Publication and Awards	25
Key Indicator 3.4 Extension Activities	40
Key Indicators 3.5 Collaboration	20
Criterion 4 - Infrastructure and Learning Resources	**100**
Key Indicator – 4.1 Physical Facilities	30
Key Indicator – 4.2 Library as a learning Resource	20

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Key Indicator- 4.3 IT Infrastructure	**30**
Key Indicator – 4.4 Maintenance of Campus Infrastructure	**20**
Criterion 5- Student Support and Progression	**140**
Key Indicator- 5.1 Student Support	**50**
Key Indicator- 5.2 Student Progression	**35**
Key Indicator- 5.3 Student Participation and Activities	**45**
Key Indicator- 5.4 Alumni Engagement	**10**
Criterion 6- Governance, Leadership and Management	**100**
Key Indicator- 6.1 Institutional Vision and Leadership	**15**
Key Indicator- 6.2 Strategy Development and Deployment	**12**
Key Indicator- 6.3 Faculty Empowerment Strategies	**33**
Key Indicator- 6.4 Financial Management and Resource Mobilization	**10**
Key Indicator- 6.5 Internal Quality Assurance System	**30**
Criterion7–Institutional Values and Best Practices	**100**
Key Indicator - 7.1 Institutional Values and Social Responsibilities	**50**
Key Indicator - 7.2 Best Practices	**30**
Key Indicator - 7.3 Institutional Distinctiveness	**20**

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. Eligible HEIs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online any time during the year. Duly filled in IIQAs of eligible HEIs will be accepted by NAAC for further processing and others will be rejected.
2. In case of rejection of IIQA applications specific suggestions would be given to HEIs to facilitate them to resubmit IIQA. An institution can reapply twice after the first attempt resulted in rejection. That is, each HEI is permitted three attempts in a year, with a single fee. After this, it will be considered a fresh application with required fees.

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3. After the acceptance of IIQA, the institution will be asked to fill the Self Study Report (SSR) with the required document to be uploaded in the portal of NAAC website within 45 days. The SSR of the HEI will then be subjected to further process. As preparation of SSR is a systematic process, so it is suggested that the HEIs should be ready with soft copy of SSR and related documents well in advance of submitting IIQA. Those institutions who fail to submit SSR within 45 days will have to apply afresh starting from IIQA & its fees. It is to be noted that the extension for submission of SSR will be possible, if the request (by raising the issue in Issues Management System (IMS) with proper reason & proof) is done by the HEI before the expiry of the stipulated time, only in cases of natural calamities, floods, payment settlement delay, technical problems for a period upto maximum of 15 days after seeking approval from the Competent Authority. No further extension will be given in the portal. In all such cases the A&A process gets terminated and IIQA fees paid shall be forfeited and the HEIs have to come afresh by submitting IIQA with the requisite fees. In any case fees for IIQA will not be refundable.
4. The SSR has to be uploaded as per the format in portal of NAAC. After submission of SSR on NAAC portal HEI would receive an auto generated link/ID of SSR in their registered email id. The same SSR in .pdf format should be then uploaded on institutional website.
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 NAAC website for submission of SSR online. Careful study of the Manual will be of great help in this regard.
6. HEIs are requested to go through the Standard Operating Procedure (SOP) available in Apply Online Tab in NAAC website, before preparation of SSR.
7. As indicated earlier, the SSR comprises both Qualitative and Quantitative Metrics. The Quantitative Metrics (QnM) weightage adds up to about 62% and the remaining about 38% are Qualitative Metrics (QlM) weightage.
8. The data submitted on Quantitative Metrics (Q_nM) will be subjected to validation exercise with the help of Data Validation and Verification (DVV) process done by NAAC. The responses to Qualitative Metrics (Q_lM) will be reviewed by the Peer Team on site only after the institution clears the Pre-qualifier stage.
9. Any Institution found to be providing wrong information/data during validation and verification stage will be asked for clarifications. On the basis of clarifications submitted by the HEIs the data will be again sent for DVV process. The process of Data Validation and Verification (DVV) by NAAC shall be done in not more than 30 days.
10. **Pre-qualifier**: The Quantitative Metrics (Q_nM) of SSR will be sent for Data Validation and Verification (DVV) Process. After DVV process, a DVV deviation report will be generated. On the basis of the deviation report, the A&A process will proceed further as per the following conditions:
    a) HEI whose Metrics are found to be deviated will be liable for the penalty or legal action. Their first installment of accreditation fees will also be forfeited, and the name of such HEI will be sent to statutory authorities for further actions.
    b) HEI that clears the DVV process will proceed for Peer Team Visit with a condition of a Pre-qualifier, that the HEI should score at least 25% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will

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have to apply afresh by submitting the IIQA and its fees. Such HEIs are eligible to apply again only after six months from the day of declaration of Pre-qualification status.

11. After the DVV process, NAAC will intimate the HEI, regarding the status of the pre-qualification. Only pre-qualified HEIs will enter the next round of assessment to be done by the Peer Team during their on-site visit. The focus of Peer Team visit will be on the Qualitative Metrics (Q_lM).
12. **Student Satisfaction Survey (SSS):** It will be conducted as per the following conditions:
    a) SSS will be conducted simultaneously with DVV process.
    b) Higher Education Institutions (HEIs) have to strictly upload data of at least 50% of currently on roll students as per data template format of excel sheet given in portal.
    c) The SSS questionnaire (20 objective & 01 subjective) will be e-mailed to all students and the following rule will be applied for processing the responses.
        i. For colleges –responses should be received from at least 10% of the student population or 100, whichever is lesser.
    d) If the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation.
    e) SSS will be completed within one month after its initiation.
13. Peer Team visit of the institution should not exceed three months after clearance of 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 (Q_lM). The teams would play an important role in reviewing the intangible aspects.
15. NAAC will disclose the details of the Peer Team members only three days before the scheduled PTV dates. HEIs will not be responsible for Logistics for the Visiting Teams. Hence forth NAAC will directly take care of all the logistics regarding the Peer Teams visiting the institutions. All payment towards TA, DA, Honorarium, etc., will be directly paid by NAAC to the nominated members. There would be no financial transactions between the Institution and the Peer Team members.
16. The institutions need to add a link in home page of their institutional website for NAAC records/files viz., SSR, Peer Team Report, AQAR, Certificate of NAAC and Accreditation documents etc., for easy access by its stakeholders. The said link should be clearly visible/ highlighted (without password).
17. **Guidelines for filling up Self-Study Report (SSR):**

    - Extended profile contains all the questions which are basically the figures of denominators of the formulas used for calculation of various Metrics values.
    - There are Tool Tips at various places in portal, such as Metrics, sub-metrics, upload, etc. which are given as guidance regarding the sort of data required to be submitted by the institution. The Tool Tip is denoted in the form of ❓. Institutions are required to go through the respective Tool Tip thoroughly before filling the data.
    - The data filled should contextualize with the related metrics. There is an upload limit (5 MB) for the documents for various Metrics, if the size of the document exceeds that limit, Institution may upload the same in their own website without password protection. The link of the said uploaded document should be given in the portal.

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- The data of the students for Student Satisfaction Survey (SSS) has to be submitted concurrently during online submission of SSR.
- Where-so-ever 'Asterisk Red mark' ✱ is indicated in the portal it should be understood as mandatory requirement.

18. **Policy to withdraw Accreditation applications by Higher Education Institutions (HEIs) :** HEIs which have submitted their Self Study Reports (SSRs) for any reason does not complete the A&A process: -
    - Will host the information that it has withdrawn / not completed the process on the HEI website and the information will be hosted on NAAC website too.
    - Will be allowed to apply for A&A only after a period of one year from the date of submission of SSR.
    - The fees submitted by HEI for Assessment and Accreditation process so far will be forfeited.
19. **Non-compliance of DVV Process**: Institutions are given 15 days time to complete the DVV process, and are supposed to respond within stipulated time during DVV clarification stage. In unforeseen situations (such as natural calamities, political disturbances and alike) when the institutions fail to comply with the DVV process, a further extension of 7 days shall be granted on the basis of decision from Competent Authority. HEIs which do not comply to the DVV clarification process, assessment and accreditation process of such institutions will be terminated at the level of DVV clarification and the fees paid for IIQA and the SSR 1st installment will be forfeited. Such institutions shall reapply for accreditation after one year from the date of declaration of decision in Standing Committee (SC) meeting, by submission of IIQA and filling SSR afresh.

VII. ASSESSMENT OUTCOME

The final result of the Assessment and Accreditation exercise will be an ICT based score, 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 - *Graphical representation based on Quantitative Metrics (Q_nM)*

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.

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PART III - *Institutional Grade Sheet*

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.

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, the scores from the qualitative metrics includes 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, viz., (0, 1, 2, 3 & 4).

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The Final Grade

On the basis of the CGPA obtained by the institution in maximum possible score of 4.00, the final grade is assigned on a seven letter grade scale. The seven letter grades each aligned to the seven specific score ranges are shown in Table 3.

Table 3 Institutional Grades and Accreditation Status

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51-4.00	A++	Accredited
3.26-3.50	A+	Accredited
3.01-3.25	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, 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 Appeals**.

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

1. Submit the Intent **for Appeal** within 15 days and appeal proforma within 45 days from the date of declaration of result, through HEI portal.
2. The application for appeal should be submitted along with the requisite non-refundable fee of Rs. 50,000/- + applicable taxes.
3. 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. Generally the recommendations may be Re-DVV, Re-Visit, No change, etc.
4. The clarification process and time lines for Re-DVV is same as DVV process.
5. The process of Re-Visit is same except for the logistic expenses will be borne by the NAAC.

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Note: HEIs are advised to check their portal & registered email-id frequently for updates throughout the process.

IX. RE-ASSESSMENT

Institutions, which would like to make an improvement in the accredited status, may volunteer for re-assessment, after completing at least one year, but not after the completion of three years. The option can be exercised only once in a cycle. Re-assessed institution cannot come for another re-assessment in the same cycle. The current procedures and methodology including the manual for the Assessment and Accreditation is applicable for all institutions applying for re-assessment. The fee structure and other process would be as per the current procedures of Assessment and Accreditation (more details can be obtained from NAAC website). Institutions that volunteer for re-assessment will not be eligible for fee waiver and reimbursement of accreditation expenses.

X. SUBSEQUENT CYCLES OF ACCREDITATION

The methodology for subsequent cycles of accreditation remains 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. 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, third or fourth cycle accreditation.

Institutions intending to be assessed to continue their accreditation need to apply afresh by submission of A&A application during the last six months of their validity period.

The validity period of NAAC accreditation for third / fourth cycle institutions will be extended from five years to seven years, with a condition that they have obtained highest grade for immediate preceding two cycles continuously, in addition provided the institution again obtains highest grade in the third / fourth cycle also.

With reference to the Highest Grade obtained by HEI's in various cycle will be as below: -

'A++' with CGPA 3.51 in the Grading system that is effective from 1st March, 2018.

'A++ & A+' with CGPA 3.51 in the Grading system that was effective, between 1st July, 2016 to 28th Feb, 2018

'A' in the Grading system that was effective, between 1st April, 2007 to 30th June, 2016

'A++, A+, & A' with score 85-100 that was effective between 16th March 2002 to 31st March 2007.

In the case of institutions which apply for reaccreditation within the stipulated period of six months before the end of the cycle of accreditation, as per the guidelines of National Assessment and Accreditation Council (NAAC), the gap period between two consecutive accreditation will be condoned. In case of other institutions which have not applied as per the guidelines mentioned above, the maximum period for condonation would be one year between the two consecutive accreditation cycles.

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XI. THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS

New Fee Structure

(w.e.f. 1st April, 2021)

1. IIQA Fee **For Registration – applicable to all institutions i.e., irrespective of their status of recognition under 12B of UGC Act, 1956 (i.e., recognized / not recognized)**	
Process	**Total amount of Application fee for Assessment and Accreditation (A&A) to be paid by the Institution**
Institutional Information for Quality Assessment (IIQA)	Rs. 25,000/- + G S T 18% **(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 a year from the first application of IIQA.**

2. Assessment and Accreditation (A&A) Fee		
Type	**Total amount of A&A Fee**	**Amount to be Paid by the Institution**
For Universities and Professional Institutions *	Rs. 3,00,000/-**+ GST18%	Rs.1,50,000/-** + GST18% =Rs.1,77,000/- 50% of Total fee along with the SSR) (Non-refundable)
For Colleges (Grant-in-Aid, Private and Government) Mono Faculty, Multi Faculty, Teacher Education Institution & Physical Education Institution	Rs. 1,00,000/-** + GST18%	Rs.50,000/-**+ GST18% = Rs.59,000/- (50% of Total fee along with the SSR) (Non-refundable)
** Balance 50% of total fees along with 18% GST need to be paid by the HEI within 15 days from the date of Pre-qualification.		

*** Professional Institutions:**

1. Fees will be charged as per the fee structure as applicable to Universities, i.e. Engineering and Technology, Management, Law, Health Sciences (Allopathy, Homoeopathy, Ayurveda, Dental, Nursing etc.).
2. Higher Education Institutions (HEIs) in which all the programs offered are recognised by the Statutory Regulatory Authority(s) (SRA) (Excluding Teacher Education Institutions) or HEIs in which 50 % or more of the programmes offered are recognised by the Statutory Regulatory Authority (s), similar to the Universities A&A fee for Professional Institutions is applicable.

3. Balance amount 50%: The pre-qualified HEIs will be asked to pay balance 50% of the stipulated fees + applicable taxes as shown in column 2 & 3 above. If the institution does not pay the fee within 15 days, the SSR shall not be processed. They have to apply again / afresh with IIQA and its fees.

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4. Logistics Fee: Institution has to pay an advance, within 15 days, towards logistic expenses for the arrangement of Peer Team Visit, after clearing Pre-qualifier stage, which is as follows (w.e.f. December 1st, 2022):-

a. All General colleges, Professional colleges and Teacher education institutions will have a Two (2) day visit for which the fee structure will be Rs. 2,00,000 + GST 18%.

b. In case of exceptional case of Professional colleges with proper justifications and approval from the competent authority the Peer Team Visit can be extended to Three (3) days & the fee structure will be Rs.5,00,000 + GST18%.

c. For University the Fee structure of logistics will be Rs. 5,00,000 + GST 18% for Three (3) days of visit.

d. If the University has UGC recognized off-shore campus/centers, then the University has to pay an additional fee of Rs. 2,00,000/- + GST 18% or actuals per offshore campus to be visited.

e. Arrangement of peer team logistics by NAAC is as per actuals on no loss no profit basis through an outsourced agency. In case of excess expenditure incurred, the institution will be asked to pay the difference amount and if the expenses are less, the amount will be refunded to concerned institution.

5. Appeals Mechanism and Fee (w.e.f. April 05, 2021):

For Appeals (grievance) mechanism Rs. 50,000/- + GST 18% to be paid by HEI as applicable from time to time.

6. For subsequent cycles of Accreditation:

The fee structure proposed for Assessment and Accreditation and Peer team logistics expenses as above will be same for all the cycles of Accreditation and Re-assessment to all types of Institutions.

7. Mode of Payment: Online:

All fees need to be remitted on NAAC portal through net banking or credit/debit cards only. Fees payments can also be made from individual accounts on behalf of HEIs. Payment by Demand Draft (DD) or NEFT is not permitted. For Government Colleges, in case of fees transferred from treasury, the college may approach The Director, NAAC or The Finance Officer, NAAC.

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 noted that the **SSR has to be submitted online only through portal. The portal will be made available to the Institution on the NAAC website in 'Apply Online Tab'.** It would be helpful if the institution read the Manual and Standard Operating Procedure (SOP) carefully and get ready with all kinds of details required to be filled up in online format. Use this Manual for understanding the revised process of A&A and preparing for the submission of SSR in the new online format.

Some significant tips are reiterated below.

- While submitting the IIQA, ensure that there is adequate number of days for processing the SSR within the stipulated period, after the date of its acceptance by NAAC.

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- The SSR has to be filled online; for this NAAC will provide access to the respective portal on the website for institutions, according to pre-declared timeline.
- 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 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.
- In 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/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 500 words…. or…. in not more than 200 words…, etc). Contemplate well and prepare the write ups explicating the highlights of the sought details about the institution without wasting space/words on 'frill' details.
- The online formats (templates) for submitting data with respect to Quantitative Metrics (QnM) can be downloaded from NAAC website available in an 'Apply Online Tab'.
- Ensure authentic, correct data are provided throughout. **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 in Section B.
- Do not send any information as hard copy to NAAC unless specified.
- Read the Manual completely including the Glossary / Notes and SOP available in NAAC Website. This will help in clear understanding of the terms used in the Quality Indicator Framework (QIF).
- For Metric related to finance the preceding financial year (1st April to 31st March) may be used to consolidate data, for publication related data preceding calendar year (1st January to 31st December) data to be entered and for the other metrics the academic year may be taken for data to be entered in 'data capturing format' of portal.

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XIII. MANDATORY DISCLOSURE ON HEI's WEBSITE

To ensure the transparency in the process of Assessment and Accreditation, it is necessary for the Higher Educational Institutions (HEIs) to upload the SSR along with other relevant documents on Institutional website. Thus, it is suggested to create a separate NAAC tab/link on Higher Educational Institutions (HEIs) website and upload following documents till the validity period of Accreditation is over:

1) SSR submitted online, to be uploaded after DVV process only (.pdf format).
2) Data templates which are uploaded along with SSR.
3) Annual Quality Assurance Report (AQAR – Year wise).
4) Accreditation outcome document viz., Certificate, Grade sheet, etc.

The Higher Educational Institutions (HEIs) may suitably design their NAAC tab/link to accommodate all relevant documents.

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SECTION-B

Data Requirements for Self - Study Report (SSR)

This section gives details of various data required for filling up the online format of the Self - Study Report, viz.,

1. *Executive Summary*
2. *Profile of the Institution*
3. *Extended Profile of the Institution*
4. *Quality Indicator Framework (QIF)*

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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.

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2. Profile of the College

1. Basic Information

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)

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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

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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)

SI. 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. Please fill in the following details if applicable:

Number of programs	Self-financed programmes offered	New Programmes introduced during the last five years

13. 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

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like English, regional languages etc.)

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

14. 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
Sanctioned by the UGC / University / State Government								
Recruited								
Yet to recruit								
Sanctioned by the Management/ society or other authorized bodies								
Recruited								
Yet to recruit								

***M-Male *F-Female**

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15. Qualifications of the teaching staff:

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

16. Number of Visiting Faculty /Guest Faculty engaged with the College: _____

17. 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								

18. 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					

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19. **Please fill in the following details if applicable:**

Unit Cost of Education	**Including Salary Component**	**Excluding Salary Component**

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

20. 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……....

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

    IQAC …… (dd/mm/yyyy)

22. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC

    AQAR (i) …… (dd/mm/yyyy)
    AQAR (ii) …… (dd/mm/yyyy)
    AQAR (iii) …… (dd/mm/yyyy)
    AQAR (iv) …… (dd/mm/yyyy)

2(a) : Institutional preparedness for NEP:

(Description in maximum 500 words)

1. Multidisciplinary / interdisciplinary:

a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution.

b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.

c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental

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education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain

d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.

e) What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges?

f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

2. Academic bank of credits (ABC):

a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020.

b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details.

c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.

d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.

e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020.

3. Skill development:

a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework

b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.

c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.

d) Enlist the institution's efforts to:

   i. Design a credit structure to ensure that all students take at least one vocational

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course before graduating.

ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.

iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners.

iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.

v. Skilling courses are planned to be offered to students through online and/or distance mode.

e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses.

b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.

c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution.

d) Describe the efforts of the institution to preserve and promote the following:

i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)

ii. Indian ancient traditional knowledge

iii. Indian Arts

iv. Indian Culture and traditions.

e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

5. Focus on Outcome based education (OBE):

i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?

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ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.

iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.

6. Distance education/online education:

a) Delineate the possibilities of offering vocational courses through ODL mode in the institution.

b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning.

c) Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.

2(b) : Institutional Initiatives for Electoral Literacy: (Description in maximum 500 words)

1. Whether Electoral Literacy Club (ELC) has been set up in the College?
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

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3. Extended Profile of the College

1 **Student**:

1.1 Number of students year wise during the last five years

Year					
Number					

File Description (Upload)
• Institutional data in the prescribed format
• Upload supporting document

2 Teachers:

2.1. Number of full time teachers during the last five years (Without repeat count):_____

File Description (Upload)
• Institutional data in the prescribed format
• Upload supporting document

2.2 Number of full time teachers year wise during the last five years

Year					
Number					

3. Expenditure:

3.1 Expenditure excluding salary component year wise during the last five years (INR in lakhs)

Year					
INR in Lakhs					

File Description (Upload)
• Upload supporting document

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4. Quality Indicator Framework (QIF)

Essential Note:

The SSR has to be filled in an online format 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 *formula* for calculating the information, wherever required.

These will help Institutions in the preparation of their SSR.

For some Qualitative Metrics (Q_lM) 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, it must be noted that these are given merely to inform the HEIs about the manner in which data submitted will be used. *That is the actual online format seeks **only** data in specified manner which will be processed digitally*.

Metric wise weightage is also given.

The actual online format may change slightly from the QIF given in this Manual, in order to bring compatibility with IT design. Observe this carefully while filling up.

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Criterion 1 – Curricular Aspects (100)

Key Indicator – 1.1 Curricular Planning and Implementation (20)

Metric No.		Weightage
1.1.1 QlM	***The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**20**

Key Indicator- 1.2 Academic Flexibility (30)

1.2.1 **QnM**	***Number of Add on /Certificate/Value added programs offered and online MOOC programs like SWAYAM, NPTEL etc. where the students of the institution have benefitted during the last five years)*** 1.2.1.1: Number of Add on /Certificate /Value added programs offered and online MOOC programs like SWAYAM, NPTEL etc. during the last five years: _____ **File Description (Upload)** • Institutional data in the prescribed format (template merged with 1.2.2) • Upload supporting document	**15**
1.2.2 **QnM**	***Percentage of students enrolled in Certificate/ Add-on/Value added programs and also completed online MOOC programs like SWAYAM, NPTEL etc.as against the total number of students during the last five years*** 1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs and also completed online MOOC programs like SWAYAM, NPTEL etc. year wise during last five years **Year** | | | | | | **Number** | | | | | | $Percentage = \frac{\text{Total number of students enrolled in such programs/ during the last five years}}{\text{Total number of students during the last five years}} \times 100$ **File Description (Upload)** • Institutional data in the prescribed format (template merged with 1.2.1) • Upload supporting document	**15**

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Key Indicator- 1.3 Curriculum Enrichment (30)

Metric No.		Weightage
1.3.1. Q_lM	***Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**10**
1.3.2. Q_nM	***Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)*** 1.3.2.1. Number of students undertaking project work/field work / internships:_____ $$Percentage = \frac{\text{Number of students undertaking project work/ field work / internships}}{\text{Total numberof students during the latest completed academic year}} \times 100$$ **File Description (Upload)** • Institutional data in the prescribed format • Upload supporting document	**20**

Key Indicator- 1.4 Feedback System (20)

Metric No.		Weightage
1.4.1. Q_nM	***Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*** ***Feedback processes of the institution may be classified as follows:*** A. Feedback collected, analysed, action taken and feedback hosted on the institutional website B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected (at least from any two stakeholders) E. Feedback not collected **File Description (Upload)** • Upload supporting document	**20**

Criteria 2- Teaching- Learning and Evaluation (350)

Key Indicator- 2.1. Student Enrolment and Profile (40)

Metric		Weightage

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No.		
2.1.1. **Q_nM**	***Enrolment percentage*** 2.1.1.1. Number of students admitted year wise during last five years **Year** | | | | | | **Number** | | | | | | 2.1.1.2. Number of sanctioned seats year wise during last five years **Year** | | | | | | **Number** | | | | | | $$Percentage = \frac{\text{Total number of students admitted during last five years}}{\text{Total number of sanctioned seats during last five years}} \times 100$$ **File Description (Upload)** • Institutional data in the prescribed format (template merged with 2.1.2) • Upload supporting document	**20**
2.1.2 **Q_nM**	***Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, etc. as per applicable reservation policy) during the last five years*** ***(Exclusive of supernumerary seats)*** 2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years **Year** | | | | | | **Number** | | | | | | 2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years **Year** | | | | | | **Number** | | | | | | $$Percentage = \frac{\text{Total number of actual students admitted from the reserved categories during last five years}}{\text{Total number of seats earmarked for reserved category as per GOI/State Govt ruleduring last five years}} \times 100$$ **File Description (Upload)** • Institutional data in the prescribed format (template merged with 2.1.1) • Upload supporting document	**20**

Key Indicator- 2.2. Student Teacher Ratio (40)

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Metric No.		Weightage
2.2.1. Q_nM	***Student – Full time Teacher Ratio*** ***(Data for the latest completed academic year)*** Formula: Students: Full time teacher	**40**

Key Indicator- 2.3. Teaching- Learning Process (40)

Metric No.		Weightage
2.3.1. Q_lM	***Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**40**

Key Indicator- 2.4 Teacher Profile and Quality (40)

Metric No.		Weightage
2.4.1. Q_nM	***Percentage of full-time teachers against sanctioned posts during the last five years*** 2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years: **Year** | | | | | | **Number** | | | | | | $Percentage = \frac{\text{Total number of full time teachers year wise during the last five years}}{\text{Total number of Sanctioned posts/required positions for full time teachers}} \times 100$ **File Description (Upload)** • Upload supporting document	**15**
2.4.2. Q_nM	***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt. during the last five years (consider only highest degree for count)*** 2.4.2.1. Number of full time teachers with ***NET/SET/SLET/Ph. D. / D.Sc. / D.Litt.*** year wise during the last five years **Year** | | | | | | **Number** | | | | | | $Percentage =$	**25**

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	$\frac{\text{Total number of full time teachers with such qualifications during last five years}}{\text{Total number of full time teachers year wise during last five years}} \times 100$ **File Description (Upload)** • Institutional data in the prescribed format (template merged with Extended profile 2.1) • Upload supporting document	

Key Indicator- 2.5. Evaluation Process and Reforms (40)

Metric No.		Weightage
2.5.1. **Q_lM**	***Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**40**

Key Indicator- 2.6 Student Performance and Learning Outcome (90)

Metric No.		Weightage
2.6.1. **Q_lM**	***Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**25**
2.6.2 **Q_lM**	***Attainment of POs and COs are evaluated.*** Explain with evidence in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**20**
2.6.3 **Q_nM**	***Pass percentage of Students during last five years*** 2.6.3.1. Number of final year students who passed the university examination year wise during the last five years **Year** | | | | | | **Number** | | | | | | 2.6.3.2. Number of final year students who appeared for the university examination year wise during the last five years	**45**

Copyright Reg. No: XXXXXXXXXX

Year						
Number						

$$Pass\ Percentage = \frac{\text{Total number of final year students who passed the university examination}}{\text{Total number of final year students who appeared for the university examination}} \times 100$$

File Description (Upload)
• Institutional data in the prescribed format
• Upload supporting document

Key Indicator- 2.7 Student Satisfaction Survey (60)

Metric No.		Weightage
2.7.1. Q_nM	***Online student satisfaction survey regarding to teaching learning process.*** ***(Online survey to be conducted)*** **File Description:** • Upload database of all students on roll (Data Template)	**60**

Criteria 3- Research, Innovations and Extension (110)

Key Indicator 3.1- Resource Mobilization for Research (10)

Metric No.		Weightage
3.1.1. **Q_nM**	***Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*** 3.1.1.1: Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs) **Year** | | | | | | **Number** | | | | | | **File Description (Upload)** • Institutional data in the prescribed format • Upload supporting document	**10**

Key Indicator 3.2- Innovation Ecosystem (15)

Metric No.		Weightage
3.2.1 QlM	***Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge*** ***(patents filed, published, incubation center facilities in the HEI to be considered)*** Write description in a maximum of 500 words	**10**

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	File Description: • Upload Additional information • Provide Link for Additional information	
3.2.2 **Q_nM**	***Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*** 3.2.2.1: Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years **Year** | | | | | | **Number** | | | | | | **File Description (Upload)** • Institutional data in the prescribed format • Upload supporting document	**5**

Key Indicator 3.3- Research Publication and Awards (25)

Metric No.		Weightage
3.3.1. **Q_nM**	***Number of research papers published per teacher in the Journals notified on UGC care list during the last five years*** 3.3.1.1. Number of research papers in the Journals notified on UGC CARE year wise during the last five years **Year** | | | | | | **Number** | | | | | | $\frac{\text{Total number of research papers in the Journals notified on UGC CARE}}{\text{Number of full time teachers during the last five years (without repeat count)}}$ **File Description (Upload)** • Institutional data in the prescribed format • Upload supporting document	**10**
3.3.2. **Q_nM**	***Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years*** 3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years **Year** | | | | | | **Number** | | | | | |	**15**

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	Total number of books and chapters in edited volumes/ books published and papers in national/ international conference proceedings ——————— Number of full time teachers during the last five years (without repeat count) **File Description (Upload)** • Institutional data in the prescribed format • Upload supporting document	

Key Indicator 3.4- Extension Activities (40)

Metric No.		Weightage
3.4.1. **QlM**	***Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**15**
3.4.2 **QlM**	***Awards and recognitions received for extension activities from government / government recognised bodies*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**5**
3.4.3 **QnM**	***Number of extension and outreach programs conducted by the institution through NSS/NCC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years*** 3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years **Year** | | | | | | **Number** | | | | | | **File Description (Upload)** • Institutional data in the prescribed format • Upload supporting document	**20**

Key Indicators 3.5 – Collaboration (20)

Metric No.		Weightage

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3.5.1. **Q_nM**	***The number of MoUs, collaborations/linkages for Faculty exchange, Student exchange, Internship, Field project, On-the-job training, research and other academic activities during the last five years*** 3.5.1.1 Number of MoUs, collaborations/linkages for Faculty exchange, Student exchange, Internship, Field project, On-the- job training, research and other academic activities during the last five years:_____ **File Description (Upload)** • Institutional data in the prescribed format • Upload supporting document	**20**

Criterion 4 - Infrastructure and Learning Resources (100)

Key Indicator – 4.1 Physical Facilities (30)

Metric No.		Weightage
4.1.1. **Q_lM**	***Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT infrastructure, facilities for cultural and sports activities, gymnasium, yoga centre etc. in the institution*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**20**
4.1.2 **QnM**	***Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)*** 4.1.2.1 Expenditure for infrastructure augmentation, excluding salary year wise during last five years (INR in lakhs) **Year** | | | | | | **Number** | | | | | | Formula: Total Expenditure for infrastructure augmentation, excluding salary Percentage = ---------- X 100 Total Expenditure excluding salary	**10**

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	File Description (Upload) • Institutional data in the prescribed format (template merged with 4.4.1) • Upload supporting document	

Key Indicator – 4.2 Library as a learning Resource (20)

Metric No.		Weightage
4.2.1. **Q_lM**	***Library automation using Integrated Library Management System (ILMS), subscription to e-resources including provision of links to OER repositories, amount spent on purchase of books, journals and usage of library*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**20**

Key Indicator- 4.3 IT Infrastructure (30)

Metric No.		Weightage
4.3.1. **Q_lM**	***Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**20**
4.3.2. **Q_nM**	***Student – Computer ratio (Data for the latest completed academic year)*** 4.3.2.1. Number of computers available for students usage during the latest completed academic year:_____ **Formula: Students: Computers** **File Description (Upload)** • Upload supporting document	**10**

Key Indicator – 4.4 Maintenance of Campus Infrastructure (20)

Metric No.		Weight age

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4.4.1 **Q_nM**	***Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)*** 4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs) **Year** | | | | | | **Number** | | | | | | $$Percentage = \frac{\text{Total expenditure incurred on maintenance of infrastructure excluding salary during the last five years}}{\text{Total expenditure excluding salary during the last five years}} \times 100$$ **File Description (Upload)** • Institutional data in the prescribed format (template merged with 4.1.2) • Upload supporting document	**20**

Criterion 5- Student Support and Progression (140)

Key Indicator- 5.1 Student Support (50)

Metric No.		Weight age
5.1.1 **Q_nM**	***Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies and philanthropists during last five years*** 5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies and philanthropists year wise during last five years **Year** | | | | | | **Number** | | | | | | $$Percentage = \frac{\text{Total number of students benefited by scholarships and freeships provided by Government and Non-Government agencies and philanthropists}}{\text{Total number of students during the last five years}} \times 100$$ **File Description (Upload)** • Institutional data in the prescribed format • Upload supporting document	**20**

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<table>
<tr>
<td>5.1.2

QnM</td>
<td>

Capacity building and skills enhancement initiatives taken by the institution include the following

1. ***Soft skills***
2. ***Language and communication skills***
3. ***Life skills (Yoga, physical fitness, health and hygiene)***
4. ***ICT/computing skills***

Options:

A. All of the above
B. 3 of the above
C. 2 of the above
D. 1 of the above
E. None of the above

File Description (Upload)
• Institutional data in the prescribed format
• Upload supporting document
</td>
<td>10</td>
</tr>
<tr>
<td>5.1.3

QnM</td>
<td>

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

$$Percentage = \frac{\text{Total number of students benefited by guidance for competitive examinations and career counseling during the last five years}}{\text{Total number of students during the last five years}} \times 100$$

File Description (Upload)
• Institutional data in the prescribed format
• Upload supporting document
</td>
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</tr>
</table>

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5.1.4 QnM	***The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases*** ***1. Implementation of guidelines of statutory/regulatory bodies*** ***2. Organisation wide awareness and undertakings on policies with zero tolerance*** ***3. Mechanisms for submission of online/offline students' grievances*** ***4. Timely redressal of the grievances through appropriate committees*** Options: A. All 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 **File Description (Upload)** • Upload supporting document	**10**

Key Indicator- 5.2 Student Progression (35)

Metric No.		Weight age
5.2.1 **QnM**	***Percentage of placement of outgoing students and students progressing to higher education during the last five years*** 5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years	**25**

Year					
Number					

5.2.1.2. Number of outgoing students year wise during the last five years

Year					
Number					

$$Percentage = \frac{\text{Total number of outgoing students placed and / or progressed to higher education during the last five years}}{\text{Total number of outgoing students during the last five years}} \times 100$$

File Description (Upload)
• Institutional data in the prescribed format
• Upload supporting document

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5.2.2 **QnM**	***Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)*** 5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years	**10**

Year					
Number					

$$Percentage = \frac{\text{Total number of students qualified in such examinations during the last five years}}{\text{Total number of outgoing students (5.2.1.2)} - \text{Total number of outgoing students placed, progressed to higher education during the last five years (5.2.1.1)}} \times 100$$

File Description (Upload)

- Institutional data in the prescribed format
- Upload supporting document

Key Indicator- 5.3 Student Participation and Activities (45)

Metric No.		Weightage
5.3.1 **QnM**	***Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years*** 5.3.1.1: Number of awards/medals for outstanding performance in sports/cultural activities at University/state/ national / international level (award for a team event should be counted as one) year wise during the last five years	**20**

Year					
Number					

File Description (Upload)

- Institutional data in the prescribed format
- Upload supporting document

5.3.2 **QnM**	***Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)*** 5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years	**25**

Year					
Number					

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	$Average = \frac{\text{Total number of sports and cultural events/ competitions in which students of the Institution participated during the last five years}}{\text{Number of years in the assessment period}}$ **File Description (Upload)** • Institutional data in the prescribed format • Upload supporting document	

Key Indicator- 5.4 Alumni Engagement (10)

Metric No.		Weightage
5.4.1 **QlM**	***There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**10**

Criterion 6- Governance, Leadership and Management (100)

Key Indicator- 6.1 Institutional Vision and Leadership (15)

Metric No.		Weightage
6.1.1 **QlM**	***The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**15**

Key Indicator- 6.2 Strategy Development and Deployment (12)

Metric No.		Weightage
6.2.1 **QlM**	***The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc*** Write description in a maximum of 500 words ***File Description:***	**8**

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	• Upload Additional information • Provide Link for Additional information	
6.2.2 **Q_nM**	***Implementation of e-governance in areas of operation*** ***1. Administration*** ***2. Finance and Accounts*** ***3. Student Admission and Support*** ***4. Examination*** Options: A. All 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 **File Description (Upload)** • Upload supporting document	**4**

Key Indicator- 6.3 Faculty Empowerment Strategies (33)

Metric No.		Weightage
6.3.1 **Q_lM**	***The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**6**
6.3.2 **Q_nM**	***Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years*** 6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years **Year** | | | | | | **Number** | | | | | | $Percentage = \frac{\text{Total number of teachers provided with financial support during the last five years}}{\text{Total number of full time teachers year wise during the last five years}} \times 100$ **File Description (Upload)** • Institutional data in the prescribed format • Upload supporting document	**12**
6.3.3 **QnM**	***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years*** 6.3.3.1. Total number of teaching and non-teaching staff participating	**15**

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in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Year					
Number					

6.3.3.2 Total number of non-teaching staff year wise during the last five years

Year					
Number					

$$Percentage = \frac{\text{Total number of teaching and non teaching staff participating in FDPs, professional development Programmes during the last five years}}{\text{Total number of full time teachers year wise during the last five years + total number of non teaching staff during the last five years}} \times 100$$

File Description (Upload)
• Institutional data in the prescribed format
• Upload supporting document

Key Indicator- 6.4 Financial Management and Resource Mobilization (10)

Metric No.		Weightage
6.4.1 **QlM**	***Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ non-government organizations) and it conducts financial audits regularly (internal and external)*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**10**

Key Indicator- 6.5 Internal Quality Assurance System (30)

Metric No.		Weightage
6.5.1 **QlM**	***Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**15**

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6.5.2 **Q_nM**	***Quality assurance initiatives of the institution include:*** 1. ***Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements*** 2. ***Collaborative quality initiatives with other institution(s)/ membership of international networks*** 3. ***Participation in NIRF*** 4. ***any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc*** **Options:** A. All 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 **File Description (Upload)** • Institutional data in the prescribed format • Upload supporting document	**15**

Criterion 7 - Institutional Values and Best Practices (100)

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

Metric No.		Weightage
	Gender Equity and celebration of days of National/International commemoration	
7.1.1 **Q_lM**	***Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years (Within 500 words)*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	**10**
	Environmental Consciousness and Sustainability and Divyangjan friendly initiatives	
7.1.2 **Q_nM**	***The Institution has facilities and initiatives for*** 1. ***Alternate sources of energy and energy conservation measures*** 2. ***Management of the various types of degradable and non-degradable waste*** 3. ***Water conservation*** 4. ***Green campus initiatives***	**20**

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	5. ***Disabled-friendly, barrier free environment*** **Options:** A. 4 or All of the above B. 3 of the above C. 2 of the above D.1of the above E. None of the above **File Description (Upload)** • Upload supporting document	
7.1.3 **QnM**	***Quality audits on environment and energy regularly undertaken by the Institution.*** ***The institutional environment and energy initiatives are confirmed through the following*** 1. ***Green audit / Environment audit*** 2. ***Energy audit*** 3. ***Clean and green campus initiatives*** 4. ***Beyond the campus environmental promotion and sustainability activities*** **Options:** A. All 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 **File Description (Upload)** • Upload supporting document	**10**
	Inclusion, Situatedness, **Human values & professional ethics**	
7.1.4 **QlM**	***Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)*** Write description in a maximum of 500 words ***File Description:*** • Upload Additional information • Provide Link for Additional information	10

Key Indicator - 7.2 Best Practices (30)

Metric No.		Weightage
7.2.1 **QlM**	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual** Provide web link to: • Best practices as hosted on the Institutional website • Any other relevant information	**30**

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Note:

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 about150 words).
   Any other information regarding Institutional Values and Best Practices which the university would like to include.

Key Indicator - 7.3 Institutional Distinctiveness (20)

Metric No.		Weightage
7.3.1 **QlM**	***Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words*** **Provide web link to:** • Appropriate web in the Institutional website • Any other relevant information	**20**

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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:

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Section C: Appendices

1. *Appendix 1: Glossary & Notes*
2. *Appendix 2: Abbreviations*

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Appendix 1: Glossary & Notes

GLOSSARY

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	:	Students who perform very much better than the class averages
Assessment	:	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.

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Completion Rates(course/)	:	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.

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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.

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		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	:	Budgeting and optimum utilization of financial resources.
Flexibility	:	A mechanism through which students have wider choices of Programmes to choose from, as well as, multiple entry and exit points for Programmes /courses.
Functional MoUs	:	Memoranda of Understanding that are currently operational, signed by the Institute with national and international agencies
Full Time Teachers	:	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.

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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 Programme.
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 Programmes. 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.

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Levels of Outcomes	:	➢ **Programme Outcomes**: POs are statements that describe what the students graduating from any of the educational Programmes should be able to do. ➢ **Programme Specific Outcomes**: PSOs are statements that describe what the graduates of a specific educational Programme 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 Programmes.
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 Programme is what the student should be able to do at the end of a Programme/ 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 Programmes 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.

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Pre-qualifiers	:	For the Assessment and Accreditation (A&A) in revised framework the NAAC has proposed a pre-qualifier test. It is a condition for peer team visit and will be based on Institutional system generated score (SGS) in all Q_nM after undergoing DVV process. As a Pre-qualifier, the institution should score at least 30% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees.
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.
Programme	:	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 Programmes are identified by UGC
Programme Options	:	A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates.
Programme Outcomes	:	Programme 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 Programmes in India, POs of all professional Programmes 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 for Research	:	Funds provided to a teacher or a group of teachers by the institution to get the research initiated to facilitate the preparation of formal research proposal for funding.
Situatedness	:	Situatedness refers to involvement within a context. It also refers to placement of learning experiences in authentic contexts or settings
SJR (SCImago Journal Rank)	:	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).

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Slow Learners	:	Students who perform very much below the class averages
SNIP (Source Normalized Impact per Person)	:	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?
Stakeholder Relationship	:	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.
Strategic Plan	:	A specific, action-oriented medium or long-term plan for making progress towards a set of institutional goals.
Strategy Development	:	Formulation of objectives, directives and guidelines with specific plans for institutional development.
Student Centric Methods	:	Methods of instruction that focus on products of learning by the students
Student Profile	:	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 Progression	:	Vertical movement of students from one level of education to the next higher level successfully or towards gainful employment.
Student Support	:	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.
SWAYAM	:	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/
Teacher Quality	:	A composite term to indicate the qualification of the faculty, the adequacy meant for recruitment procedures, professional development, recognition and teachers characteristics.
Twinning Programmes	:	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 Programmes and awarding of degrees usually comply with national regulations of the provider in source Country A.
Value Added Courses	:	Courses of varying durations which are optional, and offered outside the curriculum that add value and helping them students in getting placed.

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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 Programes 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 Programme 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 Programme/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

Credits

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

Programme Outcomes

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

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

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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

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change.

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

Sample POs of General Higher Education Programmes: Students of all undergraduate general degree Programmes 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

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broadest context socio-technological changes

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

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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 Programme
COSIP	-	Committee for Science Improvement Programme
COSIST	-	Committee for Strengthening of Infrastructure Improvement Programme 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

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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 Programme
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

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