NAAC

Institutional Accreditation

MANUAL for Self-study Report Universities

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 the National Assessment and Accreditation Council (NAAC) has infused a new spirit into its processes of assessment and accreditation. This has been attempted as a continuance of the NAAC's concern for ensuring that its A/A processes are in tune with the needs and changes in the local, regional and global scenario of Higher Education. 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- driven. It also has reduced the duration of the accreditation process.

The revised process is an outcome of the feedback received by NAAC from various Consultative Meetings, and Expert Group Meetings, which comprised of eminent academicians representing the University and College sectors. In addition, the NAAC also solicited the feedback through the web from all stakeholders, specifically from the academia during the Assessors Interaction Meetings (AIM). The entire revision exercise has successfully resulted in the development of a robust and feasible 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, all the Manuals brought out separately for Universities, Autonomous Colleges and Affiliated/Constituent Colleges have been revised. The Self-Study Report (SSR) forms the backbone of the entire process of accreditation. Special efforts have been made to differentiate some of the items to render them appropriate and 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 that of the institutions applying for accreditation, it is advised that HEIs look into the latest developments of NAAC on its website.

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

October, 2020
Bengaluru

(Dr. S. C. Sharma)
Director, NAAC

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SECTION A:

GUIDELINES FOR ASSESSMENT AND ACCREDITATION

This Section presents the NAAC framework for Assessment and Accreditation based on the Core Values and Criteria for assessment and Key Indicators. Further, it details 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, and 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 Headquarters in Bengaluru, Karnataka. The mandate of NAAC is to make quality assurance as an integral part of the functioning of Higher Education Institutions (HEIs) and to motivate them to build a strong quality culture within.

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, and the Chairperson of the EC is an eminent academician nominated by the President of GC (NAAC). The Director of NAAC 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, expert advisory and consultative committees constituted from time to time and a committed team of core staff support and steer the activities of NAAC.

Vision, Mission and Core Values of NAAC

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 NAAC are:

- *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.*

These mission statements aim at translating the NAAC's vision into focused action plans, and define NAAC's engagement with Higher Education Institutions for ushering a quality culture in

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them. 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 specifically designed taking into account the good practices of Quality Assurance (QA) agencies across the world and consists of an initial self-assessment by the institution and a subsequent external peer assessment organized by NAAC.

The Core Values of NAAC

Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. Considering the need to expand the system of higher education in the country, the impact of modern 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), NAAC envisages 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 its Core Values. Accordingly, to ensure external and internal probity, 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 based on **FIVE CORE VALUES** as 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 academic, technical and technological 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 implicit. 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”.

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(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 appropriate values commensurate with the 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 such as 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 level 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 the 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 the 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 assessment would look at how the HEIs have put in place their electronic data management systems, electronic resources and their access to internal and external stakeholders, particularly the student community.

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(v) Quest for Excellence

In contributing to nation-building and skill development of students, HEIs should demonstrate a drive to develop themselves into centres of excellence. Excellence in all that they do will contribute to the overall development of the system of higher education of the country as a whole. This '*Quest for Excellence*' could start with the assessment or even earlier, by the establishment of the Steering Committee for the preparation of the Self - Study Report (SSR) of an institution and establishing an Internal Quality Assurance Cell (IQAC), to direct and oversee the quality-related activities of the HEI. 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 through a Quality Gap analysis and SWOC analysis of the institution.

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

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 over 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 higher education in the outside world, NAAC has been striving to be sensitive to adequately reflect these in its processes. The A&A process of NAAC continues to be an exercise in partnership with the HEI being assessed. As is known by now, the revision of the A&A process of NAAC is an attempt to enhance such a partnership. Over the years, the feedback received from the HEIs and other stakeholders as well as the developments in the national scenario of HE – all have contributed in making appropriate revisions in the process so as to accelerate the process with greater rigor.

Revised Assessment and Accreditation (A&A) Framework of NAAC

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 the previous qualitative peer judgment 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 the number of questions, size of the Self Study Report, reduction in the number of peer team visit days, and such others.
- boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with those of other international QA frameworks

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- introducing the S*ystem Generated Scores* (SGS) with combination of online evaluation (about 70%) and peer judgement (about 30%)
- introducing Pre-qualifier before the peer team visit, as 25% of the SGS.
- in introducing the element of a *third-party validation* of data
- in providing appropriate differences in the metrics, weightages and benchmarks between those of the universities, autonomous colleges and affiliated/constituent colleges
- in revising several metrics to bring in enhanced participation of students and alumni in the assessment process

Focus of Assessment

The NAAC continues with its focus of assessment 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, interactions with the external stakeholders facilitate the development of the institution and their educational services. Overall, the QA is expected to serve as a catalyst for institutional self-improvement, promotion of innovation and strengthen the urge to excel.

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

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

III. QUALITY INDICATOR FRAMEWORK (QIF)- DESCRIPTION

The criteria-based assessment forms the backbone of A&A process of NAAC. The seven criteria represent the core areas of functions and activities of an 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:

Criterion 1: Curricular Aspects
Criterion2: Teaching-Learning and Evaluation
Criterion3: Research, Innovations and Extension
Criterion4: Infrastructure and Learning Resources

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Criterion5: Student Support and Progression
Criterion6: Governance, Leadership and Management
Criterion7: Institutional Values and Best Practices

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

Criterion 1: - Curricular Aspects

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, evaluation procedures as well as certification is peripheral and these are "givens''. 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, the affiliated/constituent colleges do not have this freedom. In case of Autonomous Colleges, curricular responsibilities are similar to those of the Universities.

Criterion 1 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 assessed.

The focus of Criterion 1 is captured in the following Key Indicators:

KEY INDICATORS

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

*(U) - applicable only to the Universities and Autonomous Colleges
*(A) - applicable only to the Affiliated/Constituent Colleges

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1.1 *(U) Curriculum Design and Development

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

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

1.1 *(A) Curricular Planning and Implementation

The Affiliating/Constituent Colleges have a rather insignificant role in curriculum designing and development. They adopt the curriculum overview provided by the respective universities. Each college operationalizes the curriculum within the overall frame work provided, in one's own way, depending on its resource potential, institutional goals, concerns 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, and such others.

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 choices offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key indicator.

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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 and pressing concerns both nationally and internationally, such as gender, environment and sustainability, human values, professional ethics, and 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 redesigning 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.

An 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 & drawing pertinent pointers to enhance the learning effectiveness.

Criterion 2: - Teaching-Learning and Evaluation

Criterion 2 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 use 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 2 is captured in the following Key Indicators:

KEY INDICATORS

2.1 Student Enrolment and Profile

2.2 Catering to Student Diversity

2.3 Teaching-Learning Process

2.4 Teacher Profile and Quality

2.5 Evaluation Process and Reforms

2.6 Student Performance and Learning Outcomes

2.7 Student Satisfaction Survey

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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, of the State and Central Governments. Apart from these mandatory compliances the institution must put forth its efforts in ensuring equity and wide access, in providing representation to student community from different geographical areas and socio-economic, cultural and educational backgrounds. These will be reflected in the student profile.

2.2 Catering to Student Diversity

The HEIs are expected to satisfy the needs of the students from diverse backgrounds including backward community as well as from different locales. They would make special efforts to attract students from special categories, reach out to their special learning needs by initial assessment of their learning levels, in addition to understanding possible variations over the years of their tenure at the institution and how and what is done to reach out to such students. In uni-gender institutions explicit efforts are to be made to sensitise students about the other gender/s.

2.3 Teaching-Learning Process

Diversity of learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities of the institution are to be rendered relevant for the learner group. The learner-centric education through appropriate methodologies such as participative learning, experiential learning, collaborative learning and self-learning modes facilitate effective learning. Teachers must provide a variety of learning experiences, including individual and collaborative learning. Interactive and participatory approaches, if employed, create a feeling of responsibility in the learners and make learning a process of construction of knowledge. The available vast digital resources make learning more individualised, creative and dynamic. Quality of learning provided in the institution depends largely on teacher readiness to draw upon such recently available technology supports as also the initiatives to develop such learning resources to enrich teaching-learning, teachers' familiarity with Learning Management Systems (LMSs), other e-resources available and how to meaningfully incorporate them in the 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 and characteristics, adequacy of institutional recruitment procedures and faculty availability, professional development and recognition of teaching abilities. Teachers must take initiatives to learn and keep abreast with the latest developments in the

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core and auxiliary subjects, to innovate, continuously seek improvement in their performance 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 by learners, at various levels of the programmes.

These specifications are stated as PSOs and COs. The quality of the 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 regulatory mechanisms for prompt action on possible errors (If any).

2.6 Student Performance and Learning Outcomes

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

2.7 Student Satisfaction Survey

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

Criterion 3: - 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

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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 3 is captured in the following Key Indicators:

KEY INDICATORS

3.1 *Promotion of Research and Facilities

3.2 Resource Mobilization for Research

3.3 Innovation Ecosystem

3.4 Research Publications and Awards

3.5 *Consultancy

3.6 Extension Activities

3.7 Collaboration

*Not Applicable to Affiliated/Constituent Colleges

3.1 Promotion of Research and Facilities

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

3.2 Resource Mobilisation for Research

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

3.3 Innovation Ecosystem

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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 incentivized by the institution.

3.4 Research Publications and Awards

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

3.5 Consultancy

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

3.6 Extension Activities

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to the 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 lead 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.

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3.7 Collaboration

Through collaboration the HEIs can maintain a closer contact with the work field. It helps to keep the academic activities in the HEI in a more realistic perspective and also expands the scope of learning experiences of 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 that there is a formal agreement or understanding between the institution and other HEIs or agencies for such activities.

Criterion 4: - 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 4 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 imperative for effective and efficient conduct of the educational programmes. The growth of infrastructure has to keep pace with the academic developments of the institution. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, co-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

Institutional library holdings in terms of books, journals, e-resources and other learning materials including technology-aided learning mechanisms which enable students to acquire information, knowledge and skills required for their study programmes are adequate. A recent development in the field due to availability of digital technologies, is in the functioning of the library which 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

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necessity. Providing for these and other such developments as well as utilizing them well are important indicators of the quality of an academic institution.

4.3 IT Infrastructure

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

4.4 Maintenance of Campus Infrastructure

Having adequate infrastructure is not enough for effective institutional functioning, but regular maintenance and periodic replenishment of infrastructure is essential. It is necessary that the institution has sufficient resources allocated for regular upkeep of the infrastructure and there are effective mechanisms for the upkeep of the infrastructure facilities to promote the optimum use of the same.

Criterion 5: - Student Support and Progression

The highlights of this Criterion are the efforts of an institution to provide necessary assistance to students, to enable them to acquire meaningful experiences of 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 5 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 are benefited through scholarships, free-ships and other means which should be identified by HEIs.

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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. Institutional provisions facilitate vertical movement of students from one level of education to the next higher level and/or towards gainful employment. Students qualifying for state/national/international level examinations or competitions 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 development of various skills and competencies and foster holistic development.

5.4 Alumni Engagement

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 6: - 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 6 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

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organizational culture. The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and implementation reflects the institution's efforts in achieving its vision.

6.2 Strategy Development and Deployment

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

6.3 Faculty Empowerment Strategies

The process of planning human resources including recruitment, performance appraisal, professional development programmes and seeking appropriate feedback, analysis of responses 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 audits.

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 for 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 Internal Quality Assurance Cell (IQAC) and adopts a participatory approach in managing its provisions.

Criterion 7: - 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.

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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. 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 practice". Over a period of time, due to such unique ways of functioning each institution develops a distinctive characteristic which becomes its recognizable attribute.

The focus of Criterion 7 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 neutrality, green practices etc. The institution facilitates the differently-abled (*Divyangjan* friendliness), effective dealing of locational advantages and disadvantages (situations), 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 its 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 such a 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.

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7.3 Institutional Distinctiveness

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

IV. ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION BY NAAC

Higher Education Institutions (HEIs), if they have a record of at least two batches of students graduated or have 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 as are covered by the other provisions, (if any), as mentioned below:

1. **Universities (Central/State/Private/Deemed-to-be) and Institutions of National Importance**

   a. Provided the Institutions /Deemed –to-be Universities and their off-campuses if any, are approved by MHRD/UGC. NAAC will not consider the unapproved off-campuses for A&A.

   b. Provided that these institutions have regular students enrolled for 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 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.

Accredited HEIs applying for Re-assessment or Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4 and beyond) of A/A

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.

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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.

3. **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 the All India Survey on Higher Education (AISHE) portal. AISHE code (reference number) is one of the requirements for Registration.*

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 (SSS) and the Peer Team Report (PTR). The SSR has a total of 115 Metrics for Universities, 107 Metrics for Autonomous, 93 & 96 Metrics for UG & PG Affiliated/Constituent Colleges respectively, covering the seven Criteria as 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 'Q*ualitative 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	Universities	Autonomous Colleges	Affiliated/Constituent Colleges	
			UG	PG
Criteria	7	7	7	7
Key Indicators (KIs)	34	34	31	32
Qualitative Metrics (Q_lM)	36	35	35	36
Quantitative Metrics (Q_nM)	79	72	58	60

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Total Metrics ($Q_lM + Q_nM$)	**115**	**107**	**93**	**96**

Table 2 depicts 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	Key Indicators (KIs)	Universities	Autonomous Colleges	Affiliated/Constituent Colleges	
				UG	PG
1. Curricular Aspects	1.1 ***(U)**Curriculum Design and Development	**50**	**50**	**NA**	**NA**
	1.1.***(A)**Curricular Planning and Implementation	**NA**	**NA**	**20**	**20**
	1.2 Academic Flexibility	**50**	**40**	**30**	**30**
	1.3 Curriculum Enrichment	**30**	**40**	**30**	**30**
	1.4 Feedback System	**20**	**20**	**20**	**20**
	Total	**150**	**150**	**100**	**100**
2. Teaching - Learning and Evaluation	2.1 Student Enrolment and Profile	**10**	**20**	**40**	**40**
	2.2 Catering to StudentDiversity	**20**	**30**	**50**	**50**
	2.3 Teaching-LearningProcess	**20**	**50**	**50**	**50**
	2.4 Teacher Profile and Quality	**50**	**50**	**60**	**60**
	2.5 Evaluation Process and Reforms	**40**	**50**	**30**	**30**
	2.6 Student Performance and Learning Outcomes	**30**	**50**	**60**	**60**
	2.7 Student Satisfaction Survey	**30**	**50**	**60**	**60**
	Total	**200**	**300**	**350**	**350**
3. Research, Innovations and Extension	3.1 Promotion of Research and Facilities	**20**	**20**	**NA**	**NA**
	3.2 Resource Mobilization for Research	**20**	**10**	**15**	**15**
	3.3 Innovation Ecosystem	**30**	**10**	**NA**	**10**
	3.4 Research Publications and Awards	**100**	**30**	**15**	**25**
	3.5 Consultancy	**20**	**10**	**NA**	**NA**
	3.6 Extension Activities	**40**	**50**	**60**	**50**
	3.7 Collaboration	**20**	**20**	**20**	**20**
	Total	**250**	**150**	**110**	**120**

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4. Infrastructure and Learning Resources	4.1 Physical Facilities	**30**	**30**	**30**	**30**
	4.2 Library as a Learning Resource	**20**	**20**	**20**	**20**
	4.3 IT Infrastructure	**30**	**30**	**30**	**30**
	4.4 Maintenance of Campus Infrastructure	**20**	**20**	**20**	**20**
	Total	**100**	**100**	**100**	**100**
5. Student Support and Progression	5.1 Student Support	**30**	**30**	**50**	**50**
	5.2 Student Progression	**40**	**30**	**30**	**25**
	5.3 Student Participation and Activities	**20**	**30**	**50**	**45**
	5.4 Alumni Engagement	**10**	**10**	**10**	**10**
	Total	**100**	**100**	**140**	**130**
6. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	**10**	**10**	**10**	**10**
	6.2 Strategy Development and Deployment	**10**	**10**	**10**	**10**
	6.3 Faculty Empowerment Strategies	**30**	**30**	**30**	**30**
	6.4 Financial Management and Resource Mobilization	**20**	**20**	**20**	**20**
	6.5 Internal Quality Assurance System	**30**	**30**	**30**	**30**
	Total	**100**	**100**	**100**	**100**
7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	**50**	**50**	**50**	**50**
	7.2 Best Practices	**30**	**30**	**30**	**30**
	7.3 Institutional Distinctiveness	**20**	**20**	20	20
	Total	**100**	**100**	**100**	**100**
	TOTALSCORE	**1000***	**1000***	**1000***	

*In case of HEIs who exercise to opt for the weightage of ≤ 3% of Non-Applicable Metrics, the total score will vary accordingly.

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

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

NA - Not Applicable

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VI. PROCEDURAL DETAILS

HEIs are expected to read the following 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 those of ineligible HEIs 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 has resulted in rejection. That is, each HEI is permitted three attempts in a year, with a single fee. After this, it will be considered as a fresh application with required fees.

3. After the acceptance of IIQA, the institution will be asked to fill the Self Study Report (SSR) with the required documents 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, it is suggested that the HEIs should be ready with the soft copy of SSR and related documents well in advance of submitting the IIQA. Those institutions who fail to submit SSR within 45days 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 is made 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 up to a maximum of 15 days after seeking approval from the Competent Authority (ie., Issues Management System – IMS of NAAC). 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 apply 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 the portal of NAAC, after which the 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. In depth 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 the NAAC website, before preparation of the SSR.

7. As indicated earlier, the SSR comprises of both, Quantitative and Qualitative metrics. The Quantitative Metrics (Q_nM) add up to about 70% and the remaining about 30% are Qualitative Metrics (Q_lM).

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8. **Optional Metrics (Applicable only for Colleges):** In the present diversified education system, there can be few metrics which may not be applicable to the HEI's. In order to facilitate the HEIs NAAC has come out with this concept of **Non-Applicable Metrics.**

   Provision is made for the HEIs to opt out some of the metrics which may not be applicable to them for various reasons. Following are the rules for opting out non applicable metrics:

   a) Maximum weightage of metrics that can be opted out shouldn't exceed 30 (up to 3%).

   b) Metrics with maximum of a total of 10 weightage per criteria can only be opted out.

   c) All metrics in Criteria1, 2 &7are essential. None of the metrics in these Criteria can be opted out.

   d) Metrics identified as optional can only be opted out (list of optional metrics are stated in Appendix 3 of Autonomous and Affiliated College Manuals).

   e) Qualitative metrics cannot be opted out.

   The calculation of Cumulative Grade Point Average (CGPA) of Higher Education Institutions (HEIs) will be done excluding the metrics as opted out with 30 weightage (up to 3%). This decision is aimed at helping HEIs, as they will not be assessed on metrics not applicable to them. HEIs willing to opt out the non-applicable metrics need to exercise the same, prior to the final submission of SSR to NAAC.

9. The data submitted on Quantitative Metrics (Q_nM) will be subjected to a validation exercise with the help of a Data Validation and Verification (DVV) process undertaken 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.

10. 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 reviewed for the DVV process. The process of Data Validation and Verification (DVV) by NAAC will be done within 30 days.

11. **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 deviate will be liable for the penalty or legal action. Their first installment accreditation fees will also be forfeited, and the name of such an HEI will be sent to the statutory authorities for further action.

    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 the Pre-qualification status.

12. 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).

13. **Student Satisfaction Survey (SSS):** It will be conducted as per the following conditions:

    a) SSS will be conducted simultaneously with the DVV process.
    b) Higher Education Institutions (HEIs) have to strictly upload data of at least 50% of currently enrolled students as per data template format in excel sheet as given in the 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 – (UG/PG and Autonomous) responses should be received from at least 10% of the student population or 100, whichever is less.
        ii. For Universities – 10% of the student population or 500, whichever is less.
    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.

14. Peer Team visit of the institution should not exceed three months after clearance of the Pre-qualifier stage.

15. 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.

16. 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. Henceforth, 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.

17. The institutions need to add a link in the 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 and without password.

18. **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 values of Metrics.

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- There are Tool Tips at various places in the portal, such as Metrics, sub-metrics, upload, etc. which are given as guidance's 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.

- 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.

19. **Policy to withdraw Accreditation applications by Higher Education Institutions (HEIs):** HEIs which have submitted their Self Study Reports (SSRs) but for some reason do 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 the SSR.

- The fees submitted by HEI for Assessment and Accreditation process so far will be forfeited.

20. **Non-compliance of DVV Process**:

Institutions are given 15 days' time to complete the DVV process, and are supposed to respond within the stipulated time during the 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 the Competent Authority. Assessment and Accreditation process of HEIs which do not comply to the DVV clarification process 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 the decision in the Standing Committee (SC) meeting, by submitting the IIQA and filling the SSR afresh.

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VII. THE 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 of three parts.

PART I - *Peer Team Report*

- Section 1: Gives the **General Information** of the institution and its context.
- Section 2: Gives the 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 the strengths and weaknesses of the HEI under each Criterion.
- Section 3: Presents an **Overall Analysis** which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.
- Section 4: Records the **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 the synthesis of quantifiable indicators.

PART III -*Institutional Grade Sheet*

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

The above three parts will together form the "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-point scale as shown in Table 3. The seven points in the scale refer to the seven letter grades, each assigned to the seven specific score ranges.

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 Not accredited institutions will also be intimated and notified by the 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 undertaken jointly by the NAAC and the HEI 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 a **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 submit an appeal proforma within 45 days from the date of declaration of results, through the HEI portal.

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2. The application for appeal should be submitted along with the requisite non-refundable fee of Rs. 50,000/- (Rupees Fifty Thousand Only) + applicable taxes.

   An **Appeals Committee** constituted for the purpose will consider the appeal and make recommendations to the Executive Committee (EC). The decision of the EC shall be binding on the institution. Generally, the recommendations may be Re-DVV, Re-Visit, No change, and such others.

3. The clarification process and time lines for the Re-DVV is same as the DVV process.

4. The process of Re-Visit is same except for the logistic expenses which will be borne by the NAAC.

Note: HEIs are advised to check their portal & registered email-id frequently for updates throughout the institutional appeals 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 included in 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 the 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 as for the first cycle A/A. However, due consideration would be given to the post-accreditation activities resulting in quality improvement, quality sustenance and quality enhancement. In their 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

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grade in for the immediate preceding two cycles continuously, in addition provided the institution again obtains highest grade in the third/fourth cycle also.

Institutions obtaining Highest Grade (A++ grade) continuously for three subsequent cycles their accreditation validity will be extended from five years to seven years in their third subsequent cycle

With reference to the Highest Grade obtained by HEIs in various cycles 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 NAAC, the gap period between two consecutive accreditations 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.

XI. FEE STRUCTURE

(w.e.f. April 01, 2021)

Note: New fees structure is applicable to HEIs who are submitting IIQA fees on or after April 01, 2021.

1. Institutional Information for Quality Assessment (IIQA) Fee **For Registration – applicable to all institutions i.e., irrespective of their status of recognition under 12(B) 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 application for a maximum of three attempts without IIQA fees, including the rejection attempt, within the period of one year from the first application of IIQA.**

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2. Assessment and Accreditation Fees:		
1	**2**	**3**
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)**
ForColleges (Grant-in-Aid, Private and Government) **Mono Faculty, Multi Faculty, Teacher Education Institution and 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.

4. **Balance amount50%**

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

5. **Logistics Fee: Institution has to pay an advance, towards logistic expenses for the arrangement of Peer Team Visit, after clearing Pre-qualifier stage, which is as follows:-**

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. 1,50,000 +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.3,00,000 +GST18%.

c. For University the Fee structure of logistics will be Rs. 3,00,000 + GST 18% for

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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 off-shore campus to be visited.

6. 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.

7. 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.

8. Mode of Payment: Online:

All fees needs to be remitted on NAAC portal through netbanking 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 the 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 reads the Manual and Standard Operating Procedure (SOP) carefully and gets ready with all details required to be filled up in the online format. Use this Manual for understanding the revised process of A&A and prepare 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.
- The SSR has to be filled online; for this, NAAC will provide access to the respective portal on the website for institutions, according to the pre-declared timeline.

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- 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 by the HEI.

- 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 upload 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…, and such others). 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) is given in Sub Section 6 of Section B. The same template in excel format 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 as 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 uploading as per details given in Section B.

- Do not send any information as hard copy to NAAC unless specified.

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- Read the Manual completely including the Glossary/ Notes and SOP available in NAAC Website. This will help in a clear understanding of the terms used in the Quality Indicator Framework (QIF).

- For Metrics 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 preceding academic year may be taken for data to be entered in 'data capturing format' of portal. Wherever the requirement of current year data is mentioned, use the data of last completed academic year.

XIII. MANDATORY DISCLOSURE ON THE 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 the Institutional website. It is suggested to create a separate NAAC tab/link on Higher Educational Institution's (HEI's) 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 are to be uploaded along with the SSR.

3) Annual Quality Assurance Report (AQAR – Year-wise).

4) Accreditation outcome document viz., Certificate, Grade sheet, etc.

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

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SECTION-B

Data Requirement for the 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 University*

2(a). Institutional preparedness for NEP

3. *Extended Profile of the University*
4. *Quality Indicator Framework (QIF)*
5. *Evaluative report of the Departments*
6. *Data Templates/ Documents (Quantitative Metrics)*

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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 **Strengths Weaknesses Opportunities and Challenges (SWOC)** of the Institution.
- **Any additional information** about the Institution other than the 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 University

Basic Information

Name and Address of the University			
Name			
Address			
City		**Pin Code**	
State		**Website**	

Contact details for Communication

Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**

Nature of the University	Institution Status	
Type of University	Type of University	
Establishment Details	Date of Establishment of the University	
	Status Prior to Establishment (If applicable)	Autonomous Constituent, PG Centre, Any other
	Establishment date of the above status	

Recognition Details

Date of Recognition as a University by UGC or Any Other National Agency	
Under Section/s	**Date**
2f of UGC	
12B of UGC	

University with Potential for Excellence

Is the University Recognised as a 'University with Potential for Excellence (UPE)' by the UGC?	Yes	No

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Location, Campus Area and Programmes offered

Campus Type	Address	Location	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
		Urban					
		Semi Urban					
		Rural					
		Tribal					
		Hill					

Academic Information

Institutions affiliated to the University (Not applicable for private and deemed to be Universities)

College Type	Number of colleges with permanent affiliation	Number of colleges with temporary affiliation

Type of Colleges	Permanent	Temporary	Total	
Education/Teachers Training				
Business administration/ Commerce/Management/Finance				
Universal/Common to all Disciplines				

Furnish the Details of Number of Colleges under the University

Constituent Colleges	
Affiliated Colleges	
Colleges Under 2(f)	
Colleges Under 2(f) and 12B	
NAAC Accredited Colleges	
Colleges with Potential for Excellence(UGC)	
Autonomous Colleges	
Colleges with Postgraduate Departments	

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Colleges with Research Departments	
University Recognized Research Institutes/Centers	

Does the University Offer any Programmes Recognized by any other Statutory Regulatory authority (SRA)	Yes	No

Details of the Number of Teaching & Non-Teaching Staff in the University

Teaching Faculty

	Designation											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned												
Recruited												
Yet to Recruit												
Contractual												

Non- Teaching Staff

	Male	Female	Others	Total
Sanctioned				
Recruited				
Yet to Recruit				
Contractual				

Technical Staff

	Male	Female	Others	Total
Sanctioned				
Recruited				
Yet to Recruit				
Contractual				

Qualifications of the Teaching Staff

Permanent Teachers

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Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt										
Ph.D.										
M.Phil.										
PG										

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt										
Ph.D.										
M.Phil.										
PG										

Part-time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt										
Ph.D.										
M.Phil.										
PG										

Distinguished Academicians Appointed

	Male	Female	Others	Total
Emeritus Professor				
Adjunct Professor				
Visiting Professor				

Chairs Instituted by the University

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Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency

Provide the Following Details of Students Enrolled in the University during the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male					
	Female					
	Others					
UG	Male					
	Female					
	Others					
PG Diploma recognized by statutory authority	Male					
	Female					
	Others					

Does the university offer any integrated programmes? Yes/No

Total number of integrated programmes	

Integrated Programmes	From the state where the university is located	From other states of India	NRI Students	Foreign Students	Total
Male					
Female					
Others					

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Details of programmes under the UGC Human Resource Development Centre, If applicable

Year of Establishment	
Number of UGC Orientation Programmes	
Number of UGC Refresher Course	
Number of University's own Programmes	
Total Number of Programmes Conducted (during the last five years)	

EVALUATIVE REPORT OF THE DEPARTMENTS

Name of the Department	Evaluative report

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 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.

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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 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.

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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):

a) Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?
b) Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.
c) 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.

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3. Extended Profile of the University

1 Programme:

1.1 Number of Programmes offered year-wise during the last five years

Year					
Number					

2 Student data:

2.1 Number of students year-wise during the last five years

Year					
Number					

2.2 Number of outgoing / final year students year- wise during the last five years

Year					
Number					

2.3 Number of students appeared in the University examination year- wise during the last five years

Year					
Number					

2.4 Number of revaluation applications received year-wise during the last 5 years

Year					
Number					

3 Academic data:

3.1 Number of courses in all Programmes year-wise during the last five years

Year					
Number					

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

Year					
Number					

3.3 Number of sanctioned posts year-wise during the last five years

Year					
Number					

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4 Admission data:

4.1Number of eligible applications received for all the Programmes year-wise during the last five years

Year					
Number					

4.2 Number of seats earmarked for reserved category as per the GOI/State Govt. rules year-wise during the last five years

Year					
Number					

4.3Total number of classrooms and seminar halls: Classrooms: _____ Seminar Halls:_____

4.4 Total number of computers in the campus for academic purpose: _____

4.5 Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Year					
Expenditure					

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4. Quality Indicator Framework (QIF)

Essential Note:

The SSR has to be filled in an online format as available on the NAAC website.
The QIF given below presents the Metrics under each Key Indicator (KI) for all the seven Criteria.

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

- *data required*
- *formula* for calculating the information, wherever required, and
- *File description – for uploading of the document* where so-ever required.

(These tips 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 compiled accordingly before hand.

For the Quantitative Metrics (Q_nM) wherever formulas are given, it must be noted that these are given merely to inform the HEIs about the manner in which data submitted by them will be used. *The actual online format seeks **only** data in a specified manner which will then 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 about compatibility with the IT design. Observe this carefully while filling up.

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Criterion1–CurricularAspects (150)

Key Indicator – 1.1 Curriculum Design and Development (50)

Metric No.		Weightage
1.1.1 **Q_lM**	***Curricula developed and implemented have relevance to the local, national, regional and global developmental needs, which is reflected in the Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University*** Write description in a maximum of 500 words **File Description** • Upload Additional information • Provide Link for Additional information	**20**
1.1.2 **Q_nM**	***Percentage of Programmes where syllabus revision was carried out during the last five years*** 1.1.2.1: How many Programmes were revised out of the total number of Programmes offered during the last five years 1.1.2.2 : Number of all Programmes offered by the institution during the last five years Data Requirement for last five years: (As per Data Template) • Programme Code • Names of the Programmes revised Formula**:** $\frac{\text{Number of Programmes in which syllabus was revised during the last five years}}{\text{Total Number of Programmes offered by the institution during the last five years}} \times \mathbf{100}$ **File Description (Upload)** • Minutes of relevant Academic Council/BOS meetings • Any additional information • Details of Programme syllabus revisions in last 5 years (Data Template)	**20**

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1.1.3 **Q_nM**	***Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the University*** 1.1.3.1: Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years Data Requirement for last five years: (As per Data Template) • Name of the Course with Code Number • Activities with direct bearing on Employability/ Entrepreneurship/ Skill development • Name of the Programme Formula: $$\textbf{Percentageperyear} = \frac{\text{Number of courses having focus on employability or entrepreneurship or skill development}}{\text{Total Number of courses in all Programmes}} \textbf{X100}$$ $$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$ **File Description (Upload)** • Any additional information • Programme/ Curriculum/ Syllabus of the courses • Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses • MoUs with relevant organizations for these courses, if any • Average percentage of courses having focus on employability/ entrepreneurship/skill development (Data Template)	**10**

Key Indicator – 1.2 Academic Flexibility (50)

Metric No.		Weightage
1.2.1 **Q_nM**	***Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years*** 1.2.1.1: How many new courses were introduced during the last five years 1.2.1.2 : Number of courses offered by the institution across all Programmes during the last five years Data Requirement for last five years: (As per Data Template) • Name of the new course introduced • Name of the Programme Formula**:** $$\frac{\textbf{Numberofnewcourses introducedduringthelastfiveyears}}{\textbf{Total Numberof courses offered duringthelastfiveyears}} \textbf{X100}$$	**30**

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	File Description (Upload) • Minutes of the relevant Academic Council/BOS meetings • Any additional information • Institutional data in prescribed format (Data Template as in1.1.3)	

1.2.2 **Q_nM**	***Percentage of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented (Data to be given for the latest completed academic year)*** 1.2.2.1: Number of Programmes in which CBCS/ Elective course system was implemented. Data Requirements: (As per Data Template) • Names of all Programmes adopting CBCS • Names of all Programmes adopting elective course system Formula: $\frac{\text{Number of Programmes in which CBCS or elective course system implemented}}{\text{Total number of Programmes offered}}$ **X 100** **File Description (Upload)** • Any additional information • Minutes of the relevant Academic Council/BOS meetings • Institutional data in the prescribed format (Data Template as in1.1.2)	**20**

Key Indicator – 1.3 Curriculum Enrichment (30)

Metric No.		**Weightages**
1.3.1 **Q_lM**	***Institution integrates cross-cutting issues relevant to Professional Ethics ,Gender, Human Values, Environment and Sustainability into the Curriculum*** Write a description in maximum of 500 words **File Description (Upload)** • Any additional information • Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics in the Curriculum	**5**
1.3.2 **Q_nM**	***Number of value-added courses for imparting transferable and life skills offered during the last five years*** 1.3.2.1: How many new value-added courses were added during the last 5 years Data Requirement for last five years: (As per Data Template) • Names of the value added courses with 30 or more contact hours • No. of times such courses were offered during the same year • Total no. of students completing the course in the year	**10**

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<table>
<tr><td></td><td>File Description (Upload)
• Any additional information
• Brochure or any other document relating to the value added courses
• List of value added courses (Data Template)</td><td></td></tr>
<tr><td>1.3.3

Q_nM</td><td>Average Percentage of students enrolled in the courses under 1.3.2 asabove
1.3.3.1: Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the 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>
Data Requirement for last five years: (As per Data Template)
• Names of the value added courses with 30 or more contact hours
• No. of times the courses were offered during the same year
• Total no. of students completing the course in the year

Formula:
$$\frac{\textbf{Numberofstudentsenrolledin thecoursesduringthelastfiveyears}}{\textbf{Total Numberof students}}\textbf{X100}$$
$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$
File Description (Upload)
• Any additional information
• List of students enrolled(Data Template as in1.3.2)</td><td>10</td></tr>
<tr><td>1.3.4

Q_nM</td><td>Percentage of students undertaking field projects / research projects / internships (Data to be given for the latest completed academic year)

1.3.4.1:Number of students undertaking field projects or research projects or internships
Data Requirements: (As per Data Template)
• Names of the Programmes
• No. of students undertaking field projects /research projects/ internships
Formula:
$$\frac{\text{Number of students undertaking field projects or research projects orinterships}}{\text{Total number of students}}\text{X 100}$$
File Description (Upload)
• Any additional information
• List of Programmes and number of students undertaking field projects research projects/ internships (Data Template)</td><td>5</td></tr>
</table>

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Key Indicator – 1.4 Feedback System (20)

Metric No.		Weightage
1.4.1 **Q_nM**	***Structured feedback for design and review of syllabus – semester-wise / year-wise is received from*** 1) Students, 2) Teachers, 3) Employers and 4) Alumni **Options:** A. All 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above **Opt anyone** Data Requirements: (As per Data Template) Report of analysis of feedback received from different stakeholders year-wise **File Description** • URL for stakeholder feedback report • Action taken report of the University on the feedback as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) • Any additional information (Upload)	**10**
1.4.2 **Q_nM**	***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 E. Feedback not collected **Opt anyone** Documents: Upload Stakeholder feedback report, Action taken report of the university onthe feedback as stated in the minutes of the Governing Council, Syndicate, Board of Management and such other statutory bodies **File Description** • Upload any additional information • URL for feedback report	**10**

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Criterion 2 – Teaching-Learning and Evaluation (200)

Key Indicator - 2.1 Student Enrolment and Profile (10)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>2.1.1

Q_nM</td><td>

Demand Ratio (Average of last five years)
2.1.1.1: Number of seats available year-wise during the 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>

Data Requirement for last five years**:** (As per Data Template)

Number of seats available in all the Programmes
Total number of eligible applications received
Total number of Seats filled against sanctioned seats

Formula**:**

$$\frac{\textbf{Number of eligible applications received}}{\textbf{Total Number of seats available}} = \textbf{Ratio Per Year}$$

$$\textbf{Average Ratio} = \frac{\sum \textbf{Ratio per Year}}{5}$$

File Description (Upload)

Any additional information
Demand Ratio (Average of Last five years) based on Data Template (upload the document)

</td><td>5</td></tr>
<tr><td>2.1.2

Q_nM</td><td>

Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years
(Excluding Supernumerary Seats)
2.1.2.1: Number of actual students admitted from the reserved categories year-wise during the 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>

Data Requirement for the last five years: (As per Data Template)

Number of students admitted from the reserved category
Total number of seats earmarked for reserved category as per GOI or State Government rule

Formula:

$$\textbf{Percentageperyear} = \frac{\textbf{Actualnumberofstudentsadmitted from the reservedcategories}}{\textbf{Total Numberofseats earmarked for reserved category as per GOIor StateGovernmentrule}} \textbf{X100}$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

File Description (Upload)

Any additional information
Average percentage of seats filled against seats reserved (Data

</td><td>5</td></tr>
</table>

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	Template)	

Key Indicator -2.2 Catering to Student Diversity(20)

Metric No.		Weightage
2.2.1 **Q_lM**	***The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners.*** Write a description in maximum of 500 words **File Description** • Provide link for additional information • Upload Any additional information	**10**
2.2.2 **Q_nM**	***Student - Full time teacher ratio (Data for the latest completed academic year)*** Data Requirement: • Total number of students enrolled in the institution • Total number of full time teachers in the institution Formula: Students **:** Teachers **File Description (Upload)** • Any additional information	**10**

Key Indicator - 2.3 Teaching-Learning Process (20)

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 their learning experiences*** Write a description in maximum of 500 words **File Description** • Upload any additional information • Provide Link for Additional Information	**6**
2.3.2 **Q_lM**	***Teachers use ICT- enabled tools including online resources for effective teaching and learning processes*** Write a description in maximum of 500 words **File Description** • Upload any additional information	**6**

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	• Provide link for webpage describing the " LMS/ Academic Management System"	
2.3.3 **Q_nM**	***Ratio of students mentored for academic and other related issues (Data to be provided only for the latest completed academic year)*** 2.3.3.1: Number of mentors Number of students assigned to each Mentor Formula: Mentor : Mentee **File Description** • Upload year-wise, number of students enrolled and full time teachers on roll. • Circulars pertaining to assigning the mentors to mentees • Mentor/Mentee ratio	**8**

Key Indicator - 2.4 Teacher Profile and Quality (50)

Metric No.		**Weightage**
2.4.1 **Q_nM**	***Average percentage of full time teachers appointed against the number of sanctioned posts during the last five years*** Data Requirement for last five years: (As per Data Template) • Number of full time teachers • Number of sanctioned posts Formula: Percentage per year $= \frac{\textbf{Number of full-time teachers}}{\textbf{Total Number of sanctioned posts}} \times \mathbf{100}$ Average percentage $= \frac{\sum \text{Percentage per year}}{5}$ **File Description (Upload)** • Year-wise full time teachers and sanctioned posts for 5 years (Data Template) • Any additional information • List of the faculty members authenticated by the Head of HEI	**15**

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<table>
<tr><td>2.4.2

Q_nM</td><td>Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the last five years

2.4.2.1: Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.year-wise during the 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>
Data Requirement for last five years: (As per Data Template)
• Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.
• Total number of full time teachers

Formula:
Percentage per year =
$$\frac{\textbf{Numberoffulltimeteachers}\ \textbf{with}\ \textbf{Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.}}{\textbf{Total Number of fulltimeteachers}} \times \mathbf{100}$$
$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$
File Description (Upload)
• Any additional information
• List of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. and number of full time teachers for 5 years (Data Template)</td><td>15</td></tr>
<tr><td>2.4.3

Q_nM</td><td>Average teaching experience of full time teachers in the same institution (Data to be provided only for the latest completed academic year, in number of years)

2.4.3.1: Total experience of full-time teachers
Data Requirements: (As per Data Template)
• Name and Number of full time teachers with years of teaching experience

Formula:
$$\frac{\text{Sum of total experience of full time teachers in the same institution}}{\text{Number of full time teachers}}$$
File Description (Upload)
• Any additional information
• List of Teachers including their PAN, designation, department and experience details (Data Template as of 2.4.1)</td><td>10</td></tr>
<tr><td>2.4.4

Q_nM</td><td>Average percentage of full time teachers who received awards, recognition, fellowships at the State, National, International level from Government/Govt. recognised bodies during the last five years</td><td>10</td></tr>
</table>

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2.4.4.1: Number of full time teachers who have received awards from state /national /international level from Government/Govt. recognized bodies year-wise during the last five years

Year					
Number					

Data Requirement for last five years: (As per Data Template)

- Number of full time teachers who have received awards from State, National, International level
- Number of full time teachers

Formula:

$$\frac{\text{Number of full time teachers receiving awards from state level, national level, international level during the last five years}}{\text{Average number of full time teachers during the last five years}} \times 100$$

File Description (Upload)

- Institutional data in prescribed format (Data Template)
- Any additional information
- e-copies of award letters (scanned or soft copy)

Key Indicator - 2.5 Evaluation Process and Reforms (40)

Metric No.		**Weightage**
2.5.1 **Q_nM**	***Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years*** 2.5.1.1: Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years **Year** | | | | | | **Number of days** | | | | | | Data Requirements for last five years: (As per Data Template) • Semester-wise/ year wise • Last date of the last semester-end/ year- end examination • Date of declaration of results of semester-end/ year- end examination • Number of days taken for declaration of the results • Average number of days for declaration of results during the last five years **File Description (Upload)** • Any additional information • List of Programmes and date of last semester and date of declaration of results (Data Template)	**15**
2.5.2	***Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five***	**10**

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<table>
<tr><td>Q_nM</td><td>

years

2.5.2.1: Number of complaints/grievances about evaluation year-wise during the last five years

Year					
Number					

Data Requirement for last five years:

- Number of complaints/grievances about evaluation
- Total number of students appeared in the examinations

Formula:

$$\text{Percentage per year} = \frac{\text{Number of complaints or grievances about evaluation}}{\text{Total Number of students appeared in the examination}} \times \mathbf{100}$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

File Description (Upload)

- Any additional information
- Number of complaints and total number of students appeared year-wise

</td><td></td></tr>
<tr><td>**2.5.3**

Q_lM</td><td>

IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Write a description in maximum of 500 words

File Description (Upload)

- Any additional information
- Year-wise number of applications, students and revaluation cases

</td><td>**10**</td></tr>
<tr><td>**2.5.4**

Q_nM</td><td>

Status of automation of Examination division along with approved Examination Manual

A. 100% automation of entire division & implementation of Examination Management System (EMS)
B. Only student registration, Hall ticket issue & Result Processing
C. Only student registration and result processing
D. Only result processing
E. Only manual methodology ***(Opt any one)***

Data Requirements: (As per Data Template)

File Description (Upload)

- Current Manual of examination automation system
- Annual reports of examinations including the present status of automation
- Current manual of examination automation system and Annual reports of examinations including the present status of automation (Data Template)
- Any additional information

</td><td>**5**</td></tr>
</table>

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Key Indicator - 2.6 Student Performance and Learning Outcomes (30)

Metric No.		Weightage
2.6.1 **Q_lM**	***The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents*** Write a description in maximum of 500 words **File Description** • Upload any additional information • Provide links as Additional Information • Upload COs for all courses (exemplars from Glossary)	**10**
2.6.2 **Q_lM**	***Attainment of Programme Outcomes, Programme Specific Outcomes and Course Outcomes are evaluated by the institution*** Describe the method of measuring the level of attainment of POs , PSOs and COs in not more than 500 words. **File Description** • Upload any additional information • Provide link for Additional Information	**10**
2.6.3 **Q_nM**	***Pass percentage of students (Data to be provided only for the latest completed academic year)*** 2.6.3.1: Total number of final year students who passed the examination conducted by Institution 2.6.3.2: Total number of final year students who appeared for the examination conducted by Institution Data Requirement: (As per Data Template) • Programme Code • Name of the Programme • Number of students appeared • Number of students passed • Pass percentage Formula: $\frac{\text{Total number of final year students who passed in the university examination}}{\text{Total number of final year students who appeared for the examination}} \times 100$ **File Description** • Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	**10**

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	• Upload any additional information • Provide link for the annual report	

Key Indicator - 2.7 Student Satisfaction Survey (30)

Metric No.		Weightage
2.7.1 **Q_nM**	***Online Student Satisfaction Survey regarding the teaching-learning process.*** (Online survey to be conducted) Data Requirements: (As per Data Template) • Name/ Class/ Gender • Student Id number/ Aadhar number • Mobile number • Email id • Degree Programme (Database of all currently enrolled students need to be prepared and shared with NAAC along with the online submission of QIF) **File Description** • Upload any additional information • Upload database of all currently enrolled students (Data Template)	**30**

Criterion 3 – Research, Innovations and Extension (250)

Key Indicator - 3.1 Promotion of Research and Facilities (20)

Metric No.		Weightage
3.1.1 **Q_lM**	***The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented*** Documents: Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy and its adoption **File Description (Upload)** • Any additional information • Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption • URL of Policy document on promotion of research to be uploaded on website	**2**
3.1.2 **Q_nM**	***The institution provides seed money to its teachers for research (average per year; INR in Lakhs)*** 3.1.2.1: The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in lakhs) **Year** | | | | | | **INR in lakhs** | | | | | |	**3**

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Data Requirement for last five years: (As per Data Template)

- Name of the teacher getting the seed money
- Amount of seed money
- Year of receiving the seed money

Formula:

$$\frac{\text{The amount of seed money provided by the institution to its faculty in the last 5 years}}{5}$$

File Description (Upload)

- Any additional information
- Minutes of the relevant statutory bodies of the University
- Budget and expenditure statements signed by the Finance Officer indicating the amount of seed money provided and utilized
- List of teachers receiving the seed money and details of the seed money received (Data Template)

3.1.3

Q_nM

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

3

3.1.3.1: Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years

Year					
Number of teachers					

Data for the last five years: (As per Data Template)

- Name of the teacher received national/ international fellowship/financial support by various agencies for advanced studies / research
- Name of the award received
- Year when the award was received
- Awarding Agency

$$\frac{\text{Total number of teachers who received national/ international fellowship/ financial support by various agencies for advanced studies/research during the last five years}}{\text{Total number of full time teachers during the last five years}} \times 100$$

File Description (Upload)

- Any additional information
- e-copies of the award letters of the teachers
- List of teachers and their international fellowship details (Data

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<table>
<tr><td></td><td>Templates)</td><td></td></tr>
<tr><td>3.1.4

Q_nM</td><td>Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years
3.1.4.1: The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the 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>Data for the last five years: (As per Data Template)
• Name of the Research fellow
• Year of enrolment
• Duration of fellowship
• Type of the fellowship
• Granting agency
File Description (Upload)
• Any additional information
• Provide a list of research fellows and their fellowship details (Data Template)</td><td>4</td></tr>
<tr><td>3.1.5

Q_nM</td><td>Institution has the following facilities to support research:

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

Options:
A. Any 4 or more 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(Opt any one)
Data Requirements:
• Name of the facility
• Year of establishment
• Geo-tagged pictures

File Description</td><td>3</td></tr>
</table>

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	• Provide the link of videos and geo-tagged photographs • Upload the list of facilities provided by the university and their year/s of establishment • Upload any additional information	
3.1.6 **Q_nM**	***Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)*** 3.1.6.1: The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies Data Requirements: (As per Data Template) • Name of the Department • Name of the Scheme • Name of the funding agency • Year of Award • Funds provided • Duration of award Formula: $$\frac{\text{Number of departments with UGC} - \text{SAP, CAS, DST} - \text{FIST, DBT, ICSSR and other similar recognitions}}{\text{Total number of departments offering academic programmes}} \text{X100}$$ **File Description (Upload)** • Any additional information • e-version of the departmental recognition award letters • Provide the List of departments and award details (Data Template)	**5**

Key Indicator - 3.2 Resource Mobilization for Research (20)

Metric No.		**Weightage**
3.2.1 **Q_nM**	***Extramural funding for Research (Grants sponsored by non-government sources such as industry, corporate houses, international bodies for research projects), endowments, Chairs in the University during the last five years (INR in Lakhs)*** 3.2.1.1: Total Grants for research projects sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, Institution of Chairs in the institution year-wise during the last five years (INR in Lakhs) **Year** | | | | |	**5**

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<table>
<tr><td></td><td>
<table>
<tr><td>INR in Lakhs</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data for the last five years:(As per Data Template)
• Name of the Project/ Endowments, Chairs
• Name of the Principal Investigator
• Department of Principal Investigator
• Year of Award
• Funds provided
• Duration of the project

File Description (Upload)
• Any additional information
• e-copies of the grant/award letters for research projects sponsored by non-government agencies
• Provide the List of project and grant details (Data Template as of 3.1.6)
</td><td></td></tr>
<tr><td>3.2.2

Q_nM</td><td>
Grants for research projects sponsored by government agencies during the last five years (INR in Lakhs)

3.2.2.1: Total Grants for research projects sponsored by government agencies year-wise during the last five years (INR in Lakhs)
<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>INR in Lakhs</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Datato be provided for the last five years:(As per Data Template)
• Name of the Project
• Name of the Principal Investigator
• Department of Principal Investigator
• Year of Award
• Funds provided
• Duration of the project
• Funding Agency
• Total amount of funds received
File Description (Upload)
• Any additional information
• e-copies of the grant award letters for research projects sponsored by government agencies
• Provide the List of project and grant details (Data Template as of 3.1.6)
</td><td>10</td></tr>
<tr><td>3.2.3

Q_nM</td><td>
Number of research projects per teacher funded by government and non-government agencies during the last five years

3.2.3.1: Number of research projects funded by government and non-government agencies during the last five years
3.2.3.2 : Number of full time teachers with research projectsworking in the institution during the last 5 years
</td><td>5</td></tr>
</table>

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Year						
Number						

Data to be provided for the last five years:(As per Data Template)

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

Formula:

$$\frac{\textbf{Total numberofresearchprojects funded by government and non – government agencies duringthelastfiveyears}}{\textbf{Average numberof full time teachers during the last five years}}$$

File Description (Upload)

- Provide the List of research projects and funding details (Data Templateas of 3.1.6)
- Any additional information
- Supporting document from the Funding Agency
- Provide the Link for the funding agency website

Key Indicator - 3.3 Innovation Ecosystem (30)

Metric No.		Weightage
3.3.1 **Q_lM**	***Institution has created an ecosystem for innovations, including Incubation centre and other initiatives for the creation and transfer of knowledge*** Describe available incubation centre and evidence of its usage (activity) within a maximum of 500 words **File description** • Upload any additional information • Provide the link for additional information	**10**
3.3.2 **Q_nM**	***Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), Entrepreneurship, Skill development during the last five years*** 3.3.2.1: Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),Entrepreneurship, Skill development year wise during the last five years **Year** | | | | | | **Number** | | | | | |	**10**

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	Data to be provided for the last five years: (As per Data Template) • Names of the workshops / seminars • Number of Participants • Date (From - To) • Provide the Link to the activity report on the website **File Description (Upload)** • Report of the event • Any additional information • List of workshops/seminars held during last 5 years (Data Template)	
3.3.3 **Q_nM**	***Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the last five years*** 3.3.3.1: Total number of awards / recognitions received for *research/*innovations won by institution/teachers/research scholars/students year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirements for thelast five years: (As per Data Template) • Name of the Awardee • Name of the Awarding Agency with contact details • Year of Award **File Description (Upload)** • e- copies of award letters • Any additional information • List of innovation and award details (Data Template)	**10**

Key Indicators - 3.4 Research Publications and Awards (100)

Metric No.		Weightage
3.4.1 **Q_nM**	***The institution ensures implementation of its stated Code of Ethics for research*** 3.4.1.1The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,) 3. Plagiarism check 4. Research Advisory Committee **Options:** A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above	**5**

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<table>
<tr><td></td><td>E. None of the above(Opt any one)
File Description (Upload)
• Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website
• Any additional information</td><td></td></tr>
<tr><td>3.4.2

Q_nM</td><td>The institution provides incentives to teachers who receive state, national and international recognitions/awards
1.Commendation and monetary incentive at a University function
2.Commendation and medal at a University function
3. Certificate of honor
4.Announcement in the Newsletter / website
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 (Opt any one)

Data Requirements: (As per Data Template of 2.4.4)
• Name of the Awardee with contact details
• Name of the Awarding Agency
• Year of Award
• Details of the Incentive

File Description (Upload)
• e- copies of the letters of awards
• Any additional information
Provide the List of Awardees and Award details (Data Template as of 2.4.4)</td><td>5</td></tr>
<tr><td>3.4.3

Q_nM</td><td>Number of Patents published/awarded during the last five years

3.4.3.1: Total number of Patents published/awarded year-wise during the 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>
Data Requirements for the last five years: (As per Data Template)
• Name of the Patent published/awarded
• Patent Number
• Year of the Award

File Description (Upload)
• Any additional information
• Provide the List of patents and year it was awarded (Data Template)</td><td>10</td></tr>
</table>

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<table>
<tr>
<td>3.4.4

Q_nM</td>
<td>Number of Ph.Ds awarded per teacher during the last five years

3.4.4.1: How many Ph.D’s were awarded during last 5 years
3.4.4.2 : Number of teachers recognized as guides during the last five years

Data Requirements for the last five years: (As per Data Template)
• Name of the PhD scholar
• Name of the Department
• Name of the guide/s
• Year of registration of the scholar
• Year of award of the PhD
Formula:
$$\frac{\text{Number of Ph. D degrees awarded during the last five years}}{\text{Numberof Teachers as recognised guides during the last five years}}$$

File Description (Upload)
• URL to the research page on HEI website
• List of PhD scholars and their details like name of the guide , title of the thesis, year of award etc., (Data Template)
• Any additional information</td>
<td>10</td>
</tr>
<tr>
<td>3.4.5

Q_nM</td>
<td>Number of research papers published per teacher in the Journals as notified on UGC website during the last five years

3.4.5.1: Number of research papers published in the Journals as notified on UGC website during the 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>
Data Requirements: (As per Data Template)
• Title of paper
• Name of the author/s
• Department of the teacher
• Name of the journal
• Year of publication
• ISBN/ISSN number

Formula:
$$\frac{\text{Number of publications in UGCnotified journals during the last five years}}{\text{Average number of full time teachers during the last five years}}$$

File Description (Upload)</td>
<td>15</td>
</tr>
</table>

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	• Any additional information • List of research papers by title, author, department, name of journal and year of publication (Data Template)	
3.4.6 **Q_nM**	***Number of books and chapters in edited volumes published per teacher during the last five years*** 3.4.6.1: Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year- wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirements for the last five years: (As per Data Template) • Name of the teacher: Title of the paper • Title of the book/Chapter published: Name of the author/s: Title of the proceedings of the conference • Name of the publisher: National / International • National / international : ISBN/ISSN number of the proceeding • Year of publication: Formula: $\frac{\text{Total number of books and chapters in edited volumes, books published, and papers in national/international conference proceedings during last five years}}{\text{Average number of full time teachers during the last five years}}$ **File Description (Upload)** • Any additional information • Provide the List books and chapters in edited volumes / books published (Data Template)	**15**
3.4.7 **Q_nM**	***E-content is developed by teachers :*** 1. ***For e-PG-Pathshala*** 2. ***For CEC (Undergraduate)*** 3. ***For SWAYAM*** 4. ***For other MOOCs platforms*** 5. ***Any other Government Initiatives*** 6. ***For Institutional LMS*** ***Options:*** A. ***Any 5 or all of the above*** B. ***Any 4 of the above*** C. ***Any 3 of the above*** D. ***Any 2 of the above***	**10**

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	E. ***None of the above*** **(Opt any one)** Data Requirements: (As per Data Template) • Name of the teacher • Name of the module • Platform on which the module is developed • Date of launching the e-content • Number of platforms on which e-content has been developed by teachers **File Description (Upload)** • Any additional information • Give links or upload document of e-content developed Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG) (Data Template)	
3.4.8 **Q_nM**	***Bibliometrics of the publications during the last five years based on average Citation Index in Scopus/ Web of Science/PubMed*** Data to be provided for the last five years: • Title of the paper • Name of the author • Title of the journal • Year of publication • Citation Index Formula: $$\frac{0.50 \text{ X Total number of Citation in SCOPUS in five years } + 0.50 \text{ X Total number of Citation in Web of Science in five years}}{0.50 \text{ X Total number of Publication in SCOPUS in five years } + 0.50 \text{ X Total number of Publication in Web of Science in five years}}$$ **File Description (Upload)** • Any additional information • Bibliometrics of the publications during the last five years * *The Data obtained from inflibnet will be used for the purposes of calculation of scores.*	**15**
3.4.9 **Q_nM**	***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-Index of the University*** Data to be provided for the last five years: • Title of the paper • Name of the author • Title of the journal • Year of publication • H index	**15**

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	Formula: $$\frac{\text{h – Index of Scopus} + \text{h – index of Web of Science in last five years}}{2}$$ **File Description (Upload)** • Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution • Any additional information * The Data obtained from inflibnet will be used for the purpose of calculation of scores.	

Key Indicators - 3.5 Consultancy (20)

Metric No.		Weightage
3.5.1 **Q_lM**	***Institution has a policy for consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy*** **File Description** • Upload minutes of the Governing Council/ Syndicate/Board of Management related to the Consultancy policy • Upload the soft copy of the Consultancy Policy • Upload any additional information • Provide the URL of the consultancy policy document	**5**
3.5.2 **Q_nM**	***Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs)*** 3.5.2.1: Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs) **Year** | | | | | | **INR in lakhs** | | | | | | Data to be provided for the last five years: (As per Data Template) • Names of the consultants • Name of the consultancy project • Consulting/Sponsoring agency with contact details • Revenue generated (amount in Rupees) • Total revenue generated in Rupees • Details of Corporate training provided (Title of the training, Corporates for which training has been provided, number of participants etc.,). **File Description (Upload)** • Audited statement/s of accounts indicating the revenue generated	**15**

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	through consultancy • Any additional information • Provide the List of consultants and revenue generated by them (Data Template)	

Key Indicators - 3.6 Extension Activities (40)

Metric No.		Weightage
3.6.1 **Q_lM**	***Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development during the last five years*** Describe the impact of extension activities in sensitizing the students to social issues and holistic development within a maximum of 500 words **File description** • Provide the link for additional information • Upload any additional information	**6**
3.6.2 **Q_nM**	***Number of awards received by the Institution, its teachers and students from Government /Government-recognised bodies in recognition of the extension activities carried out during the last five years*** 3.6.2.1: Total number of awards and recognitions received for extension activities from Government / Government-recognised bodies year-wise during the last five years **Year** | | | | | | **Number** | | | | | | Data to be provided for the last five years: (As per Data Template) • Name of the activity • Name of the Award/ recognition • Name of the Awarding Government/Government-recognized bodies • Year of the Award **File Description (Upload)** • Any additional information • Number of awards for extension activities in last 5 years (Data Template) • e-copy of the award letters	**10**
3.6.3 **Q_nM**	***Number of extension and outreach programs conducted by the institution including those through NSS/NCC, Government and Government recognised bodies during the last five years*** 3.6.3.1: Number of extension and outreach programs conducted by the	

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<table>
<tr><td></td><td>institution through NSS/NCC, Government and Government recognised bodies during the 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>
Data to be provided for the last five years: (As per Data Template)
• Name and number of the extension and outreach Programmes
• Name of the collaborating agency with contact details
File description (Upload)
• Reports of the event/s organized
• Any additional information
• Number of extension and outreach Programmes conducted with industry, community etc., during the last five years (Data Template)</td><td>12</td></tr>
<tr><td>3.6.4

Q_nM</td><td>Average percentage of students participating in extension activities listed at 3.6.3 above, during the last five years

3.6.4.1: Total number of students who participate in extension activities listed at 3.6.3 above year-wise during the 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>
Data to be provided for the last five years: (As per Data Template)
• Name of the activity
• Name of the scheme
• Year of the activity
• Number of students who participated in such activities

Formula:
$$\text{Percentage per year} = \frac{\text{Total Number of students participating in such activities}}{\text{Total Number of students}} \times 100$$
$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$
File description (Upload)
• Report of the event
• Any additional information
• Average percentage of students who participated in extension activities (Data Template as of 3.6.3)</td><td>12</td></tr>
</table>

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Key Indicator - 3.7 Collaboration (20)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>3.7.1

Q_nM</td><td>

Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students per year

3.7.1.1: Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students year-wise during the 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>

Data to be provided for the last five years: (As per Data Template)

- Title of the collaborative activity
- Name of the collaborating agency with contact details
- Source of financial support
- Year of collaboration
- Duration
- Nature of the activity

Formula

$$\frac{\textbf{Total Numberofsuchactivities duringthelastfiveyears}}{\textbf{5}}$$

File Description (Upload)

- Copies of collaboration letters
- Any additional information
- Number of Collaborative activities for research, faculty etc., (Data Template)

</td><td>10</td></tr>
<tr><td>3.7.2

Q_nM</td><td>

Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

3.7.2.1: Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the 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>

Data to be provided for the last five years: (As per Data Template)

- Name of the Organisation with which MoU is signed
- Year of signing the MoU
- Duration
- List the actual activities under each MoU

</td><td>10</td></tr>
</table>

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	• Year-wise Number of students/teachers who participated under MoUs **File Description (Upload)** • e-copies of the MoUs with institution/ industry • Any additional information Details of functional MoUs with institutions of national, international importance, other universities for the last five years (Data Template)	

Criterion 4 – Infrastructure and Learning Resources (100)

Key Indicator - 4.1 Physical Facilities (30)

Metric No		Weightage
4.1.1 **Q_lM**	***The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.*** Describe the adequacy of facilities for teaching-learning as per the minimum specified requirement by the statutory bodies, within a maximum of 500 words **File Description** • Upload any additional information • Provide the link for additional information	**10**
4.1.2 **Q_lM**	***The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)*** Describe the adequacy of facilities for cultural activities, yoga, games (indoor, outdoor) and sports which include specification about area/size, year of establishment and user rate within a maximum of 500 words **File Description** • Upload any additional information • Geo-tagged pictures • Provide the link for additional information	**5**
4.1.3 **Q_lM**	***Availability of general campus facilities and overall ambience*** Describe the general campus facilities and its utilization in maximum of 500 words **File Description** • Upload any additional information • Provide the link for additional information	**5**
4.1.4 **Q_nM**	***Average percentage of expenditure excluding salary, for infrastructure augmentation during the last five years (INR in Lakhs)*** 4.1.4.1: Expenditure for infrastructure augmentation excluding salary, during the last five years (INR in lakhs)	**10**

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Year						
INR in lakhs						

Data to be provided for the last five years: (As per Data Template)

- Budget allocated for infrastructure augmentation
- Total expenditure for infrastructure augmentation
- Audited statement of accounts
- Total expenditure excluding Salary

Formula:

$$\text{Percentage per year} = \frac{\text{Expenditure for infrastructure augmentation excluding salary}}{\text{Total expenditure excluding salary}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

File Description

- Upload any additional information
- Upload audited utilization statements
- Upload Details of budget allocation, excluding salary during the last five years (Data Template)

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

Metric No.		Weightage
4.2.1 **Q_lM**	***Library is automated using Integrated Library Management System (ILMS) and has digitisation facility*** Describe the implementation of the automation of the Library and the digitization facility available and used, in maximum of 500 words **File Description** • Upload any additional information • Provide the Paste link for additional information	**4**
4.2.2 **Q_nM**	***Institution has subscription for e-Library resources*** Library has regular subscription for the following: 1. e – journals 2. e-books 3. e-ShodhSindhu 4. Shodhganga 5. Databases **Options:** A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above	**6**

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<table>
<tr><td></td><td>D. Any 1 of the above
E. None of the above (Opt any one)
File Description
• Upload any additional information
• Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga Membership etc. (Data Template)</td><td></td></tr>
<tr><td>4.2.3

Q_nM</td><td>Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

4.2.3.1: Annual expenditure for purchase of books and journals year-wise during the last five years (INR in lakhs)

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>INR in lakhs</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Data to be provided for the last five years: (As per Data Template)
• Expenditure on the purchase of books
• Expenditure on the purchase of journals in i^{th} year
• Year of expenditure:

Formula:
$$\frac{1}{5} \times \sum_{i=1}^{5} Expd_i$$
Where: $\mathbf{Expd_i}$ = Expenditure in rupees on purchase of books and journals in i^{th} year

File Description (Upload)
• Any additional information
• Audited statements of accounts
Details of annual expenditure for purchase of books and journals during the last five years (Data Template as of 4.2.2)</td><td>5</td></tr>
<tr><td>4.2.4
Q_nM</td><td>Percentage per day usage of library by teachers and students (foot falls and login data for online access) (Data to be provided only for the latest completed academic year)
4.2.4.1: Number of teachers and students using library per day over the last one year
Data to be provided:
• Upload last page of the Accession Register details
• Per day login/online users of the library
• Number of users using the library through e-access
• Number of physical users accessing the library

Formula:
$$\frac{\text{Number of teachers and students using library per day}}{\text{Total number of teachers and students}} \mathbf{X\ 100}$$</td><td>5</td></tr>
</table>

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	File Description (Upload) • Any additional information • Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	

Key Indicator – 4.3 IT Infrastructure (30)

Metric No.		Weightage
4.3.1 **Q_nM**	***Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities.(Data to be provided only for the latest completed academic year)*** 4.3.1.1: Number of classrooms and seminar halls with ICT facilities Data Requirements: (As per Data Template) • Number of classrooms with LCD facilities • Number of classrooms with Wi-Fi/LAN facilities • Number of seminar halls with ICT facilities Formula: $\frac{\text{Number of classrooms and seminar halls with ICT facilities}}{\text{Total number of classrooms/seminar halls in the institution}} \times 100$ **File Description** • Upload any additional information • Provide the link for additional information • Upload Number of classrooms and seminar halls with ICT enabled facilities(Data Template)	**5**
4.3.2 **Q_lM**	***Institution has an IT policy, makes appropriate budgetary provisions and updates its IT facilities including the Wi-Fi facility*** Provide the salient features of the IT Policy and describe the process of implementation and adherence to the policy , budgetary provisions made and utilized and the expansion plan in maximum of 500 words **File Description** • Upload any additional information • Provide the link for additional information	**5**
4.3.3 **Q_nM**	***Student - Computer ratio (Data to be provided only for the latest completed academic year)*** Number of students : Number of Computers available to students for academic purposes	**10**

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	Data Requirements: • Number of computers for academic purposes in working condition • Total Number of students **File Description** • Upload any additional information • Student – computer ratio	
4.3.4 **Q_nM**	***Available bandwidth of internet connection in the Institution (Leased line)*** **Options:** A. ≥1 GBPS B. 500 MBPS - 1 GBPS C. 250 MBPS - 500 MBPS D. 50 MBPS - 250 MBPS E. <50 MBPS **(Opt only one)** Data Requirements: • Available internet bandwidth **File Description** • Upload any additional information • Details of available bandwidth of internet connection in the Institution	**5**
4.3.5 **Q_nM**	***Institution has the following Facilities for e-content development*** 1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) 4. Mixing equipments and software for editing **Options:** A. All of the above B. Any3 of the above C. Any2 of the above D. Any1 of the above E. None of the above **(Opt only one)** Data Requirements: (As per Data Template) • Upload the names of the e-content development facilities **File Description** • Upload any additional information • Provide links to the photographs • Facilities for e-content development such as Media Centre, Recording facility, LCS etc (Data Templates as in 3.4.7)	**5**

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Key Indicator - 4.4 Maintenance of Campus Infrastructure (20)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>4.4.1

Q_nM</td><td>Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years
4.4.1.1: Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>INR in lakhs</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Data to be provided for the last five years:(As per Data Template)
• Non- salary expenditure incurred
• Expenditure incurred on maintenance of campus infrastructure

Formula:
$$\text{Percentage per year} = \frac{\text{Expenditure on maintenance of physical and academic support facilities excluding salary component}}{\text{Total expenditure excluding salary component}} \times 100$$
$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$
File Description
• Upload any additional information
• Audited statements of accounts.
• Details about assigned budget allocation and expenditure on physical facilities and academic facilities (Data Templates as in 4.1.4)</td><td>10</td></tr>
<tr><td>4.4.2

Q_lM</td><td>There are established systems and procedures for maintaining and utilising physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Describe policy details of systems and procedures for maintaining and utilising physical, academic and support facilities within a minimum of 500 words and maximum of 1000 words
File Description
• Upload any additional information
• Provide the link for additional information</td><td>10</td></tr>
</table>

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Criterion 5 - Student Support and Progression (100)

Key Indicator - 5.1 Student Support (30)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>5.1.1

Q_nM</td><td>

Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

5.1.1.1: Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year-wise during the 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>

Data to be provided for the last five years:(As per Data Template)

- Name of the scheme
- Number of students benefiting

Formula:

$$\text{Percentage per year} = \frac{\text{Number of students benefited by scholarships and freeships by institution, government and non-government agencies}}{\text{Number of students}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

File Description

- Upload self-attested letter with the list of students sanctioned scholarship
- Upload any additional information
- Average percentage of students benefited by scholarships and free-ships provided by the institution, Government and non-government agencies during the last five years (Data Template)

</td><td>10</td></tr>
<tr><td>5.1.2

Q_nM</td><td>

Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution, during the last five years

5.1.2.1: Number of students benefited by career counseling and guidance for competitive examinations as offered by the institution year-wise, during the 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>

Data to be provided for the last five years:(As per Data Template)

</td><td>10</td></tr>
</table>

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	• Name of the scheme • Number of students who have passed in the competitive exams • Number of students benefited by career counseling. Formula: $\text{Percentage per year} = \frac{\text{Number of students benefited by career counseling and guidance for competitive examinations}}{\text{Total Number of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ **File Description (Upload)** • Any additional information • Number of students benefited by guidance for competitive examinations and career counseling during the last five years (Data Template)	
5.1.3 **Q_nM**	***Following Capacity development and skills enhancement initiatives are undertaken by the institution*** ***1. Soft skills*** ***2. Language and communication skills*** ***3. Life skills (Yoga, physical fitness, health and hygiene)*** ***4. Awareness of trends in technology*** **Options:** **A.** All of the above **B.** Any 3 of the above **C.** Any 2 of the above **D .** Any1of the above **E .** None of the above **(Opt any one)** Data Requirements: (As per Data Template) • Name of the capacity development and skills enhancement scheme • Year of implementation • Number of students enrolled • Name of the agencies involved, with contact details **File Description (Upload)** • Provide Link to Institutional website • Any additional information • Details of capacity development and skills enhancement schemes (Data Template)	**5**
5.1.4 **Q_nM**	***The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***	**5**

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	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. Any1 of the above E. None of the above **(Opt any one)** Data Requirement: Upload the institutional grievance redressal policy document with reference to prevention of sexual harassment (Internal Complaints Committee) and anti-ragging committee, constitution of various committees for addressing the issues, minutes of the meetings of the committees, number of cases received and redressed. **File Description (Upload)** • Minutes of the meetings of student redressal committee, Internal Complaints Committee prevention of sexual harassment committee and Anti-Ragging committee • Upload any additional information • Details of student grievances including sexual harassment and ragging cases	

Key Indicator - 5.2 Student Progression (40)

Metric No.		Weightage
5.2.1 **Q_nM**	***Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/CAT/GRE/JAM/IELTS/TOEFL/ CLAT/ Civil Services/State government examinations)*** 5.2.1.1: Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/ JAM/IELTS/TOEFL/CLAT/Civil services/State government examinations) year-wise during the last five years **Year** | | | | | | **Number** | | | | | | 5.2.1.2: Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/	**10**

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JAM/IELTS /TOEFL/CLAT/Civil Services/State government examinations) year-wise during the last five years

Year					
Number					

Data to be provided for the last five years: (As per Data Template)

Number of students selected to

- NET
- SLET
- GATE
- GMAT
- CAT
- GRE
- JAM
- IELTS
- TOEFL
- Civil Services
- CLAT
- State government examinations

Formula:

$$\text{Percentage per year} = \frac{\text{Number of students qualifying in state, national, international level exams}}{\text{Number of students appeared for the state, national, International level exams}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

File Description (Upload)

- Upload supporting data for the same
- Any additional information
- Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)

5.2.2

Q_nM

Average percentage of placement of outgoing students during the last five years

15

5.2.2.1: Number of outgoing students placed year wise during the last five years

Year					
Number					

Data to be provided for last five years: (As per Data Template)

- Name of the employer with contact details

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	• Number of students placed Formula: $$\text{Percentage per year} = \frac{\text{Number of outgoing students placed}}{\text{Number of outgoing students}} \times 100$$ $$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$ **File Description (Upload)** • Self- attested list of students placed • Upload any additional information • Details of student placement during the last five years (Data Template)	
5.2.3 **Q_nM**	***Percentage of recently-graduated students who have progressed to higher education (previous graduating batch)*** 5.2.3.1: Number of outgoing students progressing to higher education Data Requirement : (As per Data Template) Formula: $$\frac{\text{Number of outgoing students progressing to higher education}}{\text{Total number of final year students}} \times 100$$ **File Description (Upload)** • Upload supporting data for student/alumni • Any additional information • Details of student progression to higher education (Data Template)	**15**

Key Indicator - 5.3 Student Participation and Activities (20)

Metric No.		**Weightage**
5.3.1 **Q_nM**	***Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years*** 5.3.1.1: Number of awards/medals *won by students* for outstanding performance in sports/cultural activities at inter-university/state/ national/international level (award for a team event should be counted as one) year-wise during the last five years **Year** | | | | | | **Number** | | | | | | Data to be provided for the last five years: (As per Data Template) • Name of the award/ medal	**10**

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	• Inter-university/State/National/ International • Name of the event **File Description (Upload)** • e-copies of award letters and certificates • Any additional information • Number of awards/medals for outstanding performance in sports/cultural activities at inter-university/state/ national/international level during the last five year (Data Template)	
5.3.2 **Q_1M**	***Presence of Student Council and its activities for institutional development and student welfare.*** Describe the ***Student Council and its activities for institutional development and student welfare*** within a maximum of 500 words **File Description** • Provide the link for additional information • Upload any additional information	**5**
5.3.3 **Q_nM**	***Average number of sports and cultural events / competitions organised by the institution per year*** 5.3.3.1: Number of sports and cultural events / competitions organised by the institution year-wise during the last five years **Year** | | | | | | **Number** | | | | | | Data to be provided for the last five years: (As per Data Template) • Name of the event / competition Formula: $\frac{\text{Numberofsports and cultural events or competitions organisedbytheinstitutionduring thelast5years}}{5}$ **File Description** • Report of the event • Upload any additional information • Number of sports and cultural events / competitions organised per year (Data Template)	**5**

Key Indicator - 5.4 Alumni Engagement (10)

Metric No.		Weightage
5.4.1 **Q_lM**	***The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services during the last five years*** Describe the contribution of alumni association to the institution within a maximum of 500 words **File Description**	**2**

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	• Provide the link for additional information • Upload any additional information	
5.4.2 **Q_nM**	***Alumni contribution during the last five years (INR in lakhs)*** Options: A. **≥ 100 Lakhs** B. **50Lakhs - 100 Lakhs** C. **20 Lakhs - 50 Lakhs** D. **5 Lakhs - 20 Lakhs** E. **<5 Lakhs** **(Opt any one)** Data Requirement for last five years (year-wise): • Alumni association / Names of the alumni • Quantum of contribution • Audited Statement of accounts of the Alumni Association funds reflecting the receipts. **File Description** • Upload any additional information	**8**

Criterion 6 – Governance, Leadership and Management (100)

Key Indicator - 6.1 Institutional Vision and Leadership (10)

Metric No.		Weightage
6.1.1 **Q_lM**	***The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance*** Write description in a maximum of 500 words **File Description** • Provide the link for additional information • Upload any additional information	**5**
6.1.2 **Q_lM**	***Effective leadership is reflected in various institutional practices such as decentralization and participative management.*** Write description in a maximum of 500 words **File Description** • Provide the link for additional information • Upload any additional information	**5**

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Key Indicator - 6.2 Strategy Development and Deployment (10)

Metric No.		Weightage
6.2.1 **Q_lM**	***The institutional Strategic plan is effectively deployed.*** Describe one successfully-implemented activity based on the strategic plan within a maximum of 500 words **File Description** • Strategic Plan and deployment documents on the website • Provide the link for additional information • Upload any additional information	**3**
6.2.2 **Q_lM**	***Functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc,.*** Write description in a maximum of 500 words **File Description** • Provide the link for additional information • Provide the Link to the Organogram of the University webpage • Upload any additional information	**2**
6.2.3 **Q_nM**	***Institution Implements e-governance in its areas of operations*** 6.2.3.1 e-governance is implemented covering the following areas of operations: 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examinations **Options:** **A.** All of the above **B.** Any3 of the above **C.** Any2 of the above **D.** Any1 of the above **E.** None of the above **(Opt any one)** Data Requirements: (As per Data Template) • Areas of e-governance o Administration o Finance and Accounts o Student Admission and Support o Examination • Name of the Vendor with contact details • Year of implementation **File Description (Upload)** • ERP (Enterprise Resource Planning) Document • Screen shots of user interfaces	**5**

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	• Any additional information • Details of implementation of e-governance in areas of operations, Administration etc., (Data Template)	

Key Indicator - 6.3 Faculty Empowerment Strategies (30)

Metric No.		Weightage
6.3.1 **Q_lM**	***The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff*** Write description in a maximum of 500 words **File Description** • Provide the link for additional information • Upload any additional information	**4**
6.3.2 **Q_nM**	***Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years*** 6.3.2.1: 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** | | | | | | Data to be provided for the last five years:(As per Data Template) • Name of the teacher • Name of the conference/ workshop attended for which financial support was provided • Name of the professional body for which membership fee was provided Formula: Percentage per year = $\frac{\text{Number of teachers provided with financial support to attend conferences ,workshops and towards membership fee of professional bodies}}{\text{Number of full time teachers}} \times 100$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ **File Description** • Upload any additional information	**10**

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	• Details of the teachers provided with financial support to attend conferences, workshops etc., during the last five years (Data Template)	
6.3.3 **Q_nM**	***Average number of professional development / administrative training Programmes organized by the institution for teaching and non teaching staff during the last five years*** 6.3.3.1: Total number of professional development / administrative training Programmes organized by the Institution for teaching and non teaching staff year-wise during the last five years **Year** | | | | | | **Number** | | | | | | Data to be provided for the last five years:(As per Data Template) • Title of the professional development Programme organised for the teaching staff • Title of the administrative training Programme organised for the non-teaching staff • Dates (From-To) Formula: $\frac{\text{Total Number of professional development or administrative training Programmes organized for teaching and non teaching staff during the last five years}}{5}$ **File Description** ***(Upload)*** • Reports of the Human Resource Development Centres (UGC HRDC or other such relevant centres). • Reports of Academic Staff College (ASC) or other similar centres • Upload any additional information • Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	**8**
6.3.4 **Q_nM**	***Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course)*** 6.3.4.1: Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course)year-wise during the last five years **Year** | | | | | | **Number** | | | | | |	**8**

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	Data to be provided for the last five years:(As per Data Template) • Name of the teachers • Title of the Programme • Duration (From -To) Formula: $$\text{Percentage per year} = \frac{\text{Total Number of teaching staff attending such Programmes}}{\text{Total Number of full time teachers}} \times 100$$ $$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$ **File Description** • IQAC report summary • Reports of the Human Resource Development Centres (UGC ASC or other relevant centers). • Upload any additional information • Details of teachers attending professional development Programmes during the last five years (Data Template)	

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

Metric No.		Weightage
6.4.1 **Q_lM**	***Institutional strategies for mobilisation of funds and the optimal utilisation of resources*** Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words **File Description** • Provide the link for additional information • Upload any additional information	4
6.4.2 **Q_nM**	***Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)*** 6.4.2.1: Total Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in ***Lakhs***) **Year** | | | | | | **INR in *Lakhs*** | | | | | |	**8**

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<table>
<tr><td></td><td>Data to be provided for the last five years:(As per Data Template)
• Name of the government funding agencies/ individuals
• Funds/ Grants received

File Description (Upload)
• Annual statements of accounts
• Any additional information
• Details of Funds / Grants received from government bodies during the last five years (Data Template)</td><td></td></tr>
<tr><td>6.4.3

Q_nM</td><td>Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

6.4.3.1: Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>INR in Lakhs</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Data to be provided for the last five years:(As per Data Template)
• Name of the non government funding agencies/ individuals
• Funds/ Grants received

File Description (Upload)
• Annual statements of accounts
• Any additional information
• Details of Funds / Grants received from non-government bodies during the last five years (Data Template as of 6.4.2)</td><td>6</td></tr>
<tr><td>6.4.4

Q_IM</td><td>Institution regularly conducts internal and external financial audits

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words
File Description
• Provide the link for additional information
• Upload any additional information</td><td>2</td></tr>
</table>

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Key Indicator - 6.5 Internal Quality Assurance System (IQAS) (30)

Metric No.		Weightage
6.5.1 **Q_lM**	***Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals*** Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words **File Description** • Provide the link for additional information • Upload any additional information	**10**
6.5.2 **Q_nM**	***Institution has adopted the following for Quality assurance:*** ***1. Academic and Administrative Audit (AAA) and follow up action taken*** ***2.Conferences, Seminars, Workshops on quality conducted*** ***3. Collaborative quality initiatives with other institution(s)*** ***4.Orientation programme on quality issues for teachers and students*** ***5. Participation in NIRF*** ***6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA and such others)*** **Options:** A. Any 5 or all of the above B. Any4 of the above C. Any3 of the above D. Any2 of the above **E.** Any1of the above **(Opt any one)** Data Requirement for last five years:(As per Data Template) **Quality initiatives** • AQARs prepared/ submitted • Academic and Administrative Audit (AAA) and follow up action • Conferences, Seminars, Workshops on quality conducted • Collaborative quality initiatives with other institution(s) • Orientation programme on quality issues for teachers and students • Participation in NIRF • ISO Certification • NBA or any other certification received **File Description** • Provide the web link of Annual reports of University • Upload e-copies of the accreditations and certifications • Upload any additional information • Upload details of Quality assurance initiatives of the institution (Data Template)	**10**
6.5.3 **Q_lM**	***Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)***	**10**

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	Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A) Describe quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years within a Maximum of 500 words for either **File Description** • Provide the link for additional information • Upload any additional information	

Criterion VII–Institutional Values and Best Practices (100)

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

Metric No.		Weightage
	Gender Equity	
7.1.1 **Q_lM**	***Measures initiated by the Institution for the promotion of gender equity during the last five years.*** Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words ***Provide Web link to:*** • Annual gender sensitization action plan • Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care centre for children of the staff e. Any other relevant information	**5**
	Environmental Consciousness and Sustainability	
7.1.2 **Q_nM**	***The Institution has facilities for alternate sources of energy and energy conservation measures*** 1. Solar energy ☐ 2. Biogas plant ☐ 3. Wheeling to the Grid ☐ 4. Sensor-based energy conservation ☐ 5. Use of LED bulbs/ power efficient equipment ☐ **Options:** A. Any 4 or all of the above	**5**

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	B. Any3 of the above C. Any2 of the above D. Any1of the above E. None of the above **(Opt any one)** ***Upload:*** • ***Geo-tagged Photographs*** • ***Any other relevant information***	
7.1.3 **Q_lM**	***Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)*** • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management **Provide web link to** • Relevant documents like agreements/MoUs with Government and other approved agencies • Geo-tagged photographs of the facilities • Any other relevant information	**4**
7.1.4 **Q_nM**	***Water conservation facilities available in the Institution:*** 1. Rainwater harvesting ☐ 2. Borewell /Open well recharge ☐ 3. Construction of tanks and bunds ☐ 4. Wastewater recycling ☐ 5. Maintenance of water bodies and distribution system in the campus ☐ **Options:** A. Any 4 or all of the above B. Any3 of the above C. Any2 of the above D. Any1of the above E. None of the above **(Opt any one)** ***Upload:*** • Geo-tagged photographs / videos of the facilities • Any other relevant information	**4**
7.1.5 **Q_nM**	***Green campus initiatives*** 7.1.5.1. The institutional initiatives for greening the campus are as follows: 1. Restricted entry of automobiles ☐	**4**

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	2. Use of Bicycles/ Battery powered vehicles ☐ 3. Pedestrian Friendly pathways ☐ 4. Ban on use of Plastic ☐ 5. landscaping with trees and plants ☐ **Options:** A. Any 4 or all of the above B. Any3 of the above C. Any2 of the above D. Any1of the above E. None of the above **(Opt any one)** **Upload** • Geo-tagged photos / videos of the facilities • Various policy documents / decisions circulated for implementation • Any other relevant documents	
7.1.6 **Q_nM**	***Quality audits on environment and energy are regularly undertaken by the institution*** 7.1.6.1.The institutional environment and energy initiatives are confirmed through the following 1.Green audit ☐ 2. Energy audit ☐ 3.Environmental audit ☐ 4.Clean and green campus recognitions/awards ☐ 5. Beyond the campus environmental promotional activities ☐ **Options:** A. Any 4 or all of the above B. Any3 of the above C. Any2 of the above D. Any1of the above E. None of the above **(Opt any one)** Upload: • Reports on environment and energy audits submitted by the auditing agency • Certification by the auditing agency • Certificates of any awards received • Any other relevant information	**5**
7.1.7 **Q_nM**	***The Institution has friendly, barrier free environment*** 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader,	**4**

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	scribe, soft copies of reading material, screen reading, font enlargement etc., **Options:** A. Any 4 or all of the above B. Any3 of the above C. Any2 of the above D. Any1of the above E. None of the above **(Opt any one)** Upload: • Geotagged photographs / videos of the facilities • Policy documents and information brochures on the support to be provided • Details of the Software procured for providing the assistance • Any other relevant information	
	Inclusion and Situatedness	
7.1.8 **Q_lM**	***Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and such other diversities (within 500 words).*** ***Provide Web link to:*** • Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) • Any other relevant information.	**5**
	Human Values and Professional Ethics	
7.1.9 **Q_lM**	***Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*** Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words. ***Provide weblink to :*** • Details of activities that inculcate values necessary to nurture students to become responsible citizens • Any other relevant information	**4**
7.1.10 **Q_nM**	***The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.*** 1. The institutional Code of Conduct principles are displayed on the ☐	**5**

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	website 2. There is a committee to monitor adherence to the institutional Code of Conduct principles ☐ 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff ☐ 4. Annual awareness programmes on Code of Conduct are organized ☐ **Options:** A. All of the above B. Any3 of the above C. Any2 of the above D. Any1of the above E. None of the above **(Opt any one)** **Upload:** • Code of conduct and ethics policy document • Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims. • Any other relevant information	
7.1.11 Q_lM	***Institution celebrates / organizes national and international commemorative days, events and festivals*** Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the last five years within 500 words Provide weblink to : • Annual report of the celebrations and commemorative events for the last five years • Geo-tagged photographs of some of the events • Any other relevant information	**5**

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Key Indicator - 7.2 Best Practices (30)

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

Note:

Format for the Presentation of Institutional Best Practices

1. **Title of the Practice**
   The title/s should capture the keywordsthat 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 conceptsof this practice? (in about100words)

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 Indian higher education. What were the constraints/limitations, if any, faced?(in about 400words)

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 200words.

6. **Problems Encountered and Resources Required**
   Please identify the problems encountered and resources required to implement the practice (inabout150words).

7. **Notes (Optional)**
   Please add any other information that may be relevant for adopting/implementing the Best Practicein other Institutions (in about 150 words).

   Any other information regardingInstitutional Values and Best Practices which the university would like to include.

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Key Indicator - 7.3 Institutional Distinctiveness (20)

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

5. Evaluative Reports of the Departments

Name of the University…… Name of the Department……

Dist……. State……..

Total Number of Departments in the institution….....

Sl. No.	Name of the Department	For Ex: English	Zoology	Bio-Technology
1.	Year of Establishment			
2.	Is the Department part of a School/Faculty of the University			
3.	Names of programmes offered			
4.	Number of teaching posts Sanctioned/Filled			
5.	Number of Research Projects: Total grants received			
6.	Inter –institutional collaborative projects and Associated grants received			
	National collaboration			
	International collaboration			
7.	Departmental projects funded by DST-FIST, UGC-SAP/CAS,DPE, DBT, ICSSR, AICTE etc., : Total grants received			
8.	Special research laboratories sponsored by / created by industry or corporate bodies			
9.	Publications:			
	Number of Papers published			
	Number of Books with ISBN details			
	Citation Index – range / average			
	Impact Factor – range / average			
	of h-index			
10.	Details of patents and income generated			
11.	Areas of consultancy and income generated			
12.	Awards/Recognitions received at the National and International level by :			
	Faculty			

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	Doctoral/Post doctoral fellows			
	Students			
13.	How many students have cleared Civil Services and Defense Services examinations, NET, SET (SLET), GATE and other competitive examinations			
14.	List of doctoral, post-doctoral students and research associates			
	From the host institution/university			
	From other institutions/universities			
15.	Number of Research Scholars/ Post Graduate students getting financial assistance from the University/State/ Central funding agencies			

Note: ***Compile data for the last five years***

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Data Templates/Documents Quantitative Metrics (QnM)

Note: *The list of suggestive documents for each quantitative metric is provided in Standard Operating Procedure (SOP). The HEI may go through the respective SOP's and attach the documents during SSR submission.*

Link of SOP's http://naac.gov.in/apply-now

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Data Templates and Documents - Quantitative Metrics (Q_nM)

Sl. NO.	**Criterion 1–Curricular Aspects (150)**
	Key Indicator - 1.1 Curriculum Design and Development (50)
1.	1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years (20)

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented (20)

Programme Code	Programme name	Year of Introduction	Status of implementation of CBCS / Elective Course System (ECS)	Year of implementation of CBCS/ ECS	Year of revision (if any)	If revision has been carried out in the syllabus during the last 5 years, Percentage of content added or replaced	Link to the relevant documents
			CBCS: Yes/No ECS: Yes/No	CBCS: ECS:	CBCS: ECS:	CBCS: ECS:	CBCS: ECS:

2.	1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development, during the last five years (10)

1.2.1 Percentage of new courses introduced of the total number of courses across all programmes offered during the last five years (30)

Course Code	Name of the Course	Year of introduction	Activities/Content with direct bearing on Employability/ Entrepreneurship/ Skill development	Link to the relevant document

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	Key Indicator - 1.3 Curriculum Enrichment (30)
3.	1.3.2 Number of value-added courses offered for imparting transferable and life skills, during the last five years (10)

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above (10)

Year 1						
Name of the value-added courses offered (with 30 or more contact hours)	**Course Code (if any)**	**Year of offering**	**No. of times offered during the same year**	**Duration of the course**	**Number of students enrolled in the year**	**Number of Students completing the course in the year**

Year 2						
Name of the value added courses offered (with 30 or more contact hours)	**Course Code (if any)**	**Year of offering**	**No. of times offered during the same year**	**Duration of the course**	**Number of students enrolled in the year**	**Number of Students completing the course in the year**

Year 3						
Name of the value added courses offered (with 30 or more contact hours)	**Course Code (if any)**	**Year of offering**	**No. of times offered during the same year**	**Duration of the course**	**Number of students enrolled in**	**Number of Students completing the**

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					the year	**course in the year**
Year 4						
Name of the value added courses offered (with 30 or more contact hours)	**Course Code (if any)**	**Year of offering**	**No. of times offered during the same year**	**Duration of the course**	**Number of students enrolled in the year**	**Number of Students completing the course in the year**
Year 5						
Name of the value added courses offered (with 30 or more contact hours)	**Course Code (if any)**	**Year of offering**	**No. of times offered during the same year**	**Duration of the course**	**Number of students enrolled in the year**	**Number of Students completing the course in the year**

4.	1.3.4 Percentage of students undertaking field projects / research projects / internships (Data only for the latest completed academic year)(5)			
	1.3.4.1: Number of students undertaking field projects or research projects or internships			
	Program Code	**Programme name**	**Name of the Students**	**Link to the relevant document**

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	*** Check with the SOP if the same student can be counted more than once**

	Key Indicator - 1.4 Feedback System (20)
5.	1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni, 5) None (10) Options: A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above (**Opt for anyone)** ---------- 1.4.2 Feedback processes of the institution may be classified as follows: (10) A. Feedback collected, analysed, action taken and feedback is available on institutional website B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected **(Opt for any one)** **URL for feedback collection and analysis reports**

	Criterion 2 -Teaching-Learning and Evaluation (200)
	Key Indicator - 2.1 Student Enrolment and Profile (10)
6.	2.1.1 Demand Ratio (Average of Last five years) (5)
	2.1.1.1: Number of seats available year-wise during the last five years
	Year 1

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	Programme Code	**Programme name**	**Number of seats available/sanctioned**	**Number of eligible applications received**	**Number of Students admitted**
	Year 2				
	Programme Code	**Programme name**	**Number of seats available/sanctioned**	**Number of eligible applications received**	**Number of Students admitted**
	Year 3				
	Programme Code	**Programme name**	**Number of seats available/sanctioned**	**Number of eligible applications received**	**Number of Students admitted**
	Year 4				
	Programme Code	**Programme name**	**Number of seats available/sanctioned**	**Number of eligible applications received**	**Number of Students admitted**
	Year 5				
	Programme Code	**Programme name**	**Number of seats available/sanctioned**	**Number of eligible applications received**	**Number of Students admitted**

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7.	2.1.2 Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policies during the last five years. (**Exclude Supernumerary Seats**) (5)
	2.1.2.1: Number of actual students admitted from the reserved categories year wise during the last five years

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

* In case of Minority Institutions, the column Others may be used and the status of reservation for minorities be specified along with supporting documents.

	Key Indicator - 2.4 Teacher Profile and Quality (50)
8.	2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years (15)
	2.4.3 Average teaching experience of full time teachers in the same institution (Data only for the latest completed academic year in number of years) (10)

Name of the Full-time teacher	PAN	Designation	Name of the Department	Nature of appointment (Against Sanctioned post, temporary, permanent)	Year of appointment	Total years of Experience in the same institution	Is the teacher still serving the institution/If not last year of the service of Faculty to the Institution

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	*** Also to be used for verification of data on teachers for metric 2.2.2 & 2.3.3**

9.	2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Super speciality/D.Sc./D'Lit. during the last five years (15)		
	Name of full time teacher with Ph.D./D.M/M.Ch./D.N.B Super speciality/D.Sc./D'Lit	**Qualification (Ph.D./D.M/M.Ch./D.N.B Super speciality/D.Sc./D'Lit.)**	**Year of obtaining the qualification**

10.	2.4.4 Average percentage of full-time teachers who received awards, recognition, fellowships at the State, National, International level from Government/Govt. recognized bodies, during the last five years (10)							
	3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards (5) 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website							
	Name of the full time teachers receiving awards from state level, national level, international level	**Year of Award**	**PAN**	**Designation**	**Name of the award, fellowship, received from Government or Government recognised bodies**	**Name of the Awarding Agency**	**/Type of the incentive given by the HEI in recognition of the award**	**Link to the relevant documents**

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	Key Indicator - 2.5 Evaluation Process and Reforms (40)
11.	2.5.1 Average number of days from the date of last semester-end/ year- end examinations till the declaration of results, during the last five years (15) 2.5.1.1: Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

Year 1 **Note: To be repeated to indicate 5 years separately**

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year- end examination	Date of declaration of results of semester-end/ year- end examination

12.	2.5.4 Status of automation of the Examination division along with an approved Examination Manual(5) A. 100% automation of entire division & implementation of Examination Management System (EMS) B. Only student registration, Hall ticket issue & Result Processing C. Only student registration and result processing D. Only result processing E. Only manually methodology

	Key Indicator - 2.6 Student Performance and Learning Outcomes (30)
13.	2.6.3 Pass percentage of Students ***(Data only for the latest completed academic year)*****(10)**

Program Code	Program Name	Number of students appeared in the final year examinations	Number of students passed in the final year examination

	Key Indicator - 2.7 Student Satisfaction Survey (30)
	2.7.1 Online Student Satisfaction Survey regarding the teaching-learning process (Enlist the students data as per the Table below): (30)

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14.	Name of the Student									
	Name of the Student	**Gender**	**Category**	**State of Domicile**	**Nationality if other than Indian**	**Student Unique Enrolment ID**	**Programme name**	**Email ID**	**Mobile Number**	**Year of joining**

Criterion 3 – Research, Innovations and Extension (250)

15.	3.1.2 The institution provides seed money to its teachers for research (average per year INR in Lakhs) (3)			
	Name of the teacher provided with seed money	**The amount of seed money (INR in Lakhs)**	**Year of receiving**	**Link to the policy document for Sanction of seed money / grants for research from the institution**

16.	3.1.3 Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years (3)					
	Sl. No.	**Name of the teacher awarded national/ international fellowship/financial support**	**Name of the award/fellowship**	**Year of the Award**	**Awarding Agency**	**Link to Certificates**

17.	3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years (4)						
	Sl.No	**Name of the Research fellow**	**Year of enrolment**	**Duration of fellowship**	**Type of the fellowship**	**Granting agency**	**Qualifying exam if any (NET, GATE, etc.)**
	1						
	2						
	3						

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	4						
	5						

18.	3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data only for the latest completed academic year) (5)							
	3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs) (5)							
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**			
	3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs) (10)							
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**			
	3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years (5)							
	Year 1 Note : Repeat for 5 years or add one first column for year as given in 3.3.2.1							
	Name of the Scheme/Project/ Endowments/ Chairs	**Name of the Principal Investigator/ Co Investigator (if applicable)**	**Name of the Funding agency**	**Type (Government/Non-Government)**	**Department**	**Year of Award**	**Funds provided (INR in lakhs)**	**Duration of the project**

	Key Indicator - 3.3 Innovation Ecosystem (30)
19.	3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development, during the last five years (10)

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	Year	Name of the workshop/ seminar	Number of Participants	Date From – To	Link to the Activity report on the website

20.	3.3.3 Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the last five years (10)				
	Year of Award	**Title of the innovation**	**Name of the Awardee**	**Name of the Awarding Agency with contact details**	**Category- institution/teacher/ research scholar/student**

	Key Indicator - 3.4 Research Publications and Awards (100)				
21.	3.4.3 Number of Patents published/awarded during the last five years (10) 3.4.3.1: Total number of Patents published/awarded year-wise during the last five years				
	Name of the Teacher	**Patent Number**	**Nature of the patent**	**Title of the patent**	**Year of Award / publish of patent**
			National / **International**		

22.	3.4.4 Number of Ph.Ds awarded per teacher during the last five years (10)							
	Name of the PhD scholar	**Name of the Department**	**Name of the guide/s**	**Title of the thesis**	**Year of registration of the scholar**	**Year of PhD awarded**	**Whether recognised as a Research Guide for Ph.D./D.M/M.Ch./D.N.B Super speciality/D.Sc./D'Lit (YES/NO)**	**Year of Recognition as a Research Guide**

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23.	3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years (15)								
	Title of paper	**Name of the author/s**	**Department of the teacher**	**Name of journal**	**Year of publication**	**ISSN number**	**Link to the recognition in UGC enlistment of the Journal**		
							Link to website of the Journal	**Link to article/paper /abstract of the article**	**Is it listed in UGC Care list/Scopus/Web of Science /other, mention**

24.	3.4.6 Number of books and/or chapters in edited volumes published per teacher during the last five years (15)								
	Sl. No.	**Name of the teacher**	**Title of the book/chapters published**	**Title of the paper**	**Title of the proceedings of the conference**	**Year of publication**	**ISBN/ISSN number of the proceeding**	**Whether at the time of publication affiliating institutions was same (Yes/No)**	**Name of the publisher**

25.	3.4.7 E-content is developed by teachers : (10) 1. For e-PG-Pathshala, 2. For CEC (Under Graduate), 3. For SWAYAM, 4. For other MOOCs platform, 5. Any other Government Initiatives6. For Institutional LMS					
	1	**2**	**3**	**4**	**5**	**6**

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4.3.5 Institution has the following Facilities for e-content development 1.Media centre 2. Audio visual centre, 3. Lecture Capturing System(LCS) 4. Mixing equipments and for editing(5)

Name of the teacher	Name of the module developed	Platform on which module is developed	Date of launching e content	Link to the relevant document and facility available in the institution	List of the e-content development facility available	Provide link to videos of the media centre and recording facility

Key Indicator - 3.5 Consultancy (20)

26. 3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs) (15)
3.5.2.1: Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs)

Revenue generated from consultancy during the last five years

Name of the teacher consultants	Name of consultancy project	Consulting/Sponsoring agency with contact details	Year	Revenue generated (INR in Lakhs)

Revenue generated from corporate training during the last five years

Names of the teacher-consultants/ corporate trainers	Title of the corporate training program	Agency seeking training with contact details	Year	Revenue generated (amount in rupees)	Number of trainees

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	Key Indicator - 3.6 Extension Activities (40)			
27.	3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government- recognised bodies in recognition of the extension activities carried out during the last five years (10) 3.6.2.1: Total number of awards and recognition received for extension activities from Government / Government-recognised bodies year-wise during the last five years			
	Name of the activity	**Name of the Award/ recognition**	**Name of the Awarding government/ government recognised bodies**	**Year of award**

28.	3.6. 3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognized bodies during the last five years (12)				
	3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years (12)				
	Name of the activity	**Organising unit/ agency/ collaborating agency**	**Name of the scheme**	**Year of the activity**	**Number of students participated in such activities**

	Key Indicator - 3.7 Collaboration (20)							
29.	3.7.1 Number of collaborative activities with other institutions/ research establishments/industry for research and academic development of faculty and students per year (10)							
	Sl. No.	**Title of the collaborative activity**	**Name of the collaborating agency with contact details**	**Name of the participant**	**Year of collaboration**	**Duration**	**Nature of the activity**	**Link to the relevant document**

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30.	3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years (10)			
	Name of the Organisation/ Institution/ Industry with whom MoU is signed	**Year of signing MoU**	**Duration of MoU**	**List the actual activities under each MOU year wise**
	Criterion 4 – Infrastructure and Learning Resources (100)			
	Key Indicator - 4.1 Physical Facilities (30)			

31.	4.1.4 Average percentage of expenditure excluding salary, for infrastructure augmentation during the last five years (INR in Lakhs) (10)					
	4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years (INR in lakhs) (10)					
	Year	**Budget allocated for infrastructure augmentation (INR in lakhs)**	**Expenditure for infrastructure augmentation (INR in lakhs)**	**Total expenditure excluding Salary (INR in lakhs)**	**Expenditure on maintenance of academic facilities (excluding salary for human resources) (INR in lakhs)**	**Expenditure on maintenance of physical facilities (excluding salary for human resources) (INR in lakhs)**
	Key Indicator - 4.2 Library as a Learning Resource (20)					
32.	4.2.2 Institution has subscription for e-Library resources (6) Library has regular subscription for the following: 1. e – journals, 2. e-books, 3.e-ShodhSindhu, 4.Shodhganga, 5.Databases					

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	4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)(5)

Year 1				
Library resources	**If yes, details of memberships/subscriptions**	**Expenditure on subscription for the recourses (INR in Lakhs)**	**Total Library Expenditure**	**Link to the relevant document**
Books				
Journals				
e – journals				
e-books				
e-ShodhSindhu				
Shodhganga				
Databases				

	Key Indicator - 4.3 IT Infrastructure
33.	4.3.1 Percentage of classrooms and seminar halls with ICT-enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio/video recording facilities (Data only for the latest completed academic year) (5)

Room number or Name of Classrooms and Seminar halls with ICT-enabled facilities	**Type of ICT facility**	**Link to Geo tagged Photos**

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Criterion 5 - Student Support and Progression (100)

Key Indicator - 5.1 Student Support (30)

34. 5.1.1 Average percentage of students benefited from scholarships, free-ships, etc. provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (10)

Year	Name of the scheme	Number of students benefited by government scheme		Number of students benefited by the institution's schemes		Number of students benefited by non-government agencies			Link to relevant documents
		Number of students	Amount in INR	Number of students	Amount in INR	Number of students	Amount in INR	Name of the agency	

35. 5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years (10)

Year	Name of the Activity conducted by the HEI to offer guidance for competitive examinations & career counseling offered by the institution during the last five years	Number of students Attended/participated	Link to the relevant document

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36.	5.1.3 Following Capacity development and skills enhancement initiatives are undertaken by the institution (5) 1. Soft skills, 2. Language and communication skills, 3. Life skills (Yoga, physical fitness, health and hygiene), 4. Awareness of Trends in technology			
	Name of the capacity development and skills enhancement schemes	**Date of implementation (DD-MM-YYYY)**	**Number of students enrolled**	**Name of the agencies/consultants involved with contact details (if any)**

Key Indicator - 5.2 Student Progression (40)

37. 5.2.1 Average percentage of students qualifying in state/ national/ international level examinations, during the last five years (eg:NET/SLET/GATE/GMAT/CAT/GRE/JAM/IELTS/TOFEL/Civil Services/State government examinations) (10)

Year	Registration number/roll number for the exam	Names of students selected/ qualified	NET	SLET	GATE	GMAT	CAT	GRE	JAM	IELTS	TOFEL	CIVIL SERVICES	State Govt. Exams	Any such other Examinations	Link the relevant Documents
	Total														Grand Total

Note: Please do not include data on the university's internal entrance examination/s.

38. 5.2.2 Average percentage of placement of outgoing students during the last five years (15)

Year	Name of the student placed	Program graduated from	Name of the employer with contact	Pay package at

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				details	**appointment (in INR/annum)**

39.	5.2.3 Percentage of recently graduated students who have progressed to higher education (Data only for the previous graduating batch) (15)				
	Sl. No.	**Name of student enrolling for higher education**	**Program graduated from**	**Name of institution admitted to**	**Name of programme admitted to**

	Key Indicator - 5.3 Student Participation and Activities (20)					
40.	5.3.1Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one), during the last five years (10)					
	Year	**Name of the award/ medal**	**Team / Individual**	**Inter-university / State / National / International**	**Name of the event**	**Name of the student/s**

41.	5.3.3Average number of sports and cultural events / competitions organised by the Institution per year (5)		
	Year	**Date of event/competition(DD-MM-YYYY)**	**Name of the event/competition**

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	Note: Classify the data and provide year-wise for the last 5 years		

	Criterion 6 – Governance, Leadership and Management (100)
	Key Indicator - 6.2 Strategy Development and Deployment (10)
42.	6.2.3 Institution Implements e-governance in its areas of operations (5) 6.2.3.1 e-governance is implemented covering the following areas of operation: 1. Administration, 2. Finance and Accounts, 3. Student Admission and Support, 4. Examinations

Areas of e-governance	Year of implementation	Link to relevant website/ document
Administration		
Finance and Accounts		
Student Admissions and Support		
Examinations		

	Key Indicator - 6.3 Faculty Empowerment Strategies (30)
43.	6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years (10)

Year	Name of the teacher	Name of the conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee provided	Amount of support (in INR)

44.	6.3.3 Average number of professional development / administrative training programs organized by the institution for the teaching and non teaching staff during the last five years (8)

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	Year	Dates (from-to) (DD-MM-YYYY)	Title of the professional/ administrative development program organized for the teaching staff/ non-teaching staff	No. of participants
	Note: Classify the data and provide year-wise for the last five years			

45.	6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.,) (8)			
	Year	**Name of teacher who attended the program**	**Title of the program**	**Duration (from – to) (DD-MM-YYYY)**
	Note: Classify the data and provide year-wise for the last 5 years			

	Key Indicator - 6.4 Financial Management and Resource Mobilization (20)				
46.	6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure **(not covered under Criteria III and V)** (INR in Lakhs) (8) **Template for 6.4.2 & 6.4.3 is same as below**				
	Year	**Name of the Government agencies**	**Purpose of the grant**	**Funds/Grants received (INR in lakhs)**	**Link to Audited Statement of Accounts reflecting the receipts**
	6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs) (6)				

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47.	6.5.2 Institution has adopted the following for Quality assurance: (10) 1. Academic Administrative Audit (AAA) and follow up action taken 2. Conferences, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)						
	Year	**Academic Administrative Audit (AAA) and follow up action**	**Conferences, Seminars, Workshops conducted on Quality**	**Collaborative quality initiatives with other institution (s) (Provide name of the institution and activity**	**Orientation programme organised on quality issues for teachers and students (From-To) (DD-MM-YYYY)**	**Participation in NIRF along with Status**	**Any other quality audit recognized by State, National or International agencies (ISO Certification, NBA)**

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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. Glossary and Notes
2. Abbreviations

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Appendix 1: Glossary and 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 related administrative events.
Academic Flexibility	:	Choice offered to the students in the curriculum offerings and the curricular transactions.
Accreditation	:	Certification of quality that is valid for a fixed tenure 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 benchmarks and criteria
Assessors	:	Trained academics or experts who represent the NAAC on peer teams as members.
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 similar others.
Bibliometrics	:	Are statistical analyses 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 the efforts in balancing carbon dioxide emissions, with removal of carbon or simply eliminating carbon dioxide emissions altogether.
Catering To Student Diversity	:	The strategies adopted by any institution to fulfill the needs of catering to a heterogeneous group of students without any bias.
CEC (Under Graduate)	:	Career Education Centre for undergraduate programmes
Choice Based Credit System (CBCS)	:	A mode of learning in education which facilitates a student to have adequate freedom in selecting her/his own choices across various disciplines, for pursuing and completing a UG / PG program. As per UGC, all UG and PG programs, have to mandatorily implement the CBCS
Citation Index	:	The number of times a research article is referred to by other researchers in refereed journals, and it is a measure of validity of its contents/contribution.

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Co-Curricular Activities	:	Activities which support the curriculum such as field trips, quizzes, debates, discussions, seminars, role-play, and such others that add value to the curricular transactions.
Collaboration	:	Formal agreement/understanding between any two or more institutions for training, research, student/faculty exchange or extension support.
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 to the particular course/programme.
Constituencies	:	Any or all of the academic, administrative and support units of the institution.
Counseling	:	Assisting and mentoring students individually or collectively for academic, career, personal and/or financial support and/or 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. These define the scope and content of the said 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 student registration for each semester / session.
Credit system	:	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 or any such other External Quality Assurance Agency.
Cross Cutting Issues	:	Cross cutting issues refer to the abilities of students to have sufficient knowledge in the chosen discipline, to engage in public discussions on related issues; be careful consumers of scientific and technological information related to their everyday lives; be able to continue to learn outside the institution; and have the skills to seek careers of their choice.
Curriculum Design and Development	:	The process of defining the contents or units of study, usually obtained through a 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 (LOs).
Cycles of Accreditation	:	An institution undergoing the accreditation process by NAAC for repeated tenures of Assessment and Accreditation - first time is considered as Cycle 1, and the consecutive cycles are considered as Cycle 2, 3 and so on.
Dare Database-	:	Provides access to world- wide information on social science, peace, and human

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International Social Sciences Directory		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 located in different countries), completing them in less time than it would otherwise take to earn them separately (i.e., One at a time).
EBSCO host	:	Is an online reference resource designed to cater to user needs and preferences at every level of research, with over 350 full text and secondary databases made available.
Ecosystem for Innovations	:	Ecosystem for innovation comprises of material resources (funds, equipment, facilities, and such others) and the human resources (students, faculty, staff, industry representatives, and such others) with adequate linkages among them, that ultimately make up the institutional entities to promote the development of products and systems which are likely to have significant/recognisable economic value.
E-learning Resources	:	Learning resources available on the 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 the MoE, 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 in open access to the entire scholarly community.
e-Shodh Sindhu	:	e-Shodh Sindhu (https://www.inflibnet.ac.in/ess) provides current as well as archival access to more than 15,000 core peer-reviewed journals and a number of bibliographic citations and factual databases in different disciplines collated from a large number of publishers and aggregators and made available to its member institutions, including centrally-funded technical institutions.
Elective Courses	:	A choice available to students to choose from a number of optional subjects or courses in a curriculum, as opposed to a required course which the student is compulsorily obligated to pursue.
Emerging Areas	:	New areas of study and research deemed to be significant and important to pursue. These areas may have been identified by national agencies or international bodies as areas of value addition for the future.
Enrichment Courses	:	Value added courses offered by an institution for student empowerment. They enhance the value of the curriculum by amplifying, supplementing and if need be, replacing such parts or features as have become ineffective or obsolete.
Evaluation Process and Reforms	:	Assessment of teaching-learning and evaluation processes and reforms to increase the efficiency and effectiveness of the system.

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Examination Management System(EMS)	:	Examination Management System is a well-defined document or a software application for the planning, administration, documentation, tracking, evaluation of student responses, and announcement of grades/marks obtained by students in all formal learning activities of 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 added educational values, especially in rural India.
Faculty Development Program	:	Programs aimed at updating the knowledge and pedagogical skills of the faculty.
Feedback	:	Formative and evaluative responses given by tutors on the performance of individual learners/Evaluative comments made by stakeholders to the institution on the quality and effectiveness of a defined process/Responses from students, academic peers and employers for review and design of curriculum and any such others.
Field Project	:	Formal projects students are required to undertake that involve conducting surveys outside the college/university premises and collection of data from designated communities and/or external natural environments/places
Financial Management	:	Budgeting of an Institution's finances for optimum utilization of financial resources.
Flexibility	:	A mechanism through which students have wide choices of Programmes to choose from, as well as, multiple entry and exit points for pursuing programmes /courses.
Functional MoUs	:	Memoranda of Understanding that are currently operational, signed by the Institution with local/state/national and/or international agencies.
Full Time Teacher	:	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 to assess and check the institutionalisation of gender equality into organisations, including in their policies, programmes, projects, and/or provision of services, structures, proceedings and budgets, meant for gender mainstreaming.
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 otherwise unknown future.
Green Audit	:	The process of assessing the environmental impact of an organization, process, project, product, and such other efforts
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 (to address variations between those promised to those received/perceived).
H-index (Hirsch Index)	:	An index that measures 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

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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 planning the staff development programs for the professional development and thereafter 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 fictions. 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 other such related services.
Impact factor(IF)	:	A measure of the citations to science and social sciences journals. The impact factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication.
Inclusion, Inclusiveness	:	Inclusiveness in educational institutions refers to the educational experiences practiced with reference to gender, ethnicity, social class and/or for the differently-abled persons.
INFLIBNET Database	:	Information and Library Network Centre maintains a database on books, theses and serials
Infrastructure	:	Physical facilities like building, playfields, hostels etc. which help run the institutional Programme effectively.
Institutional Information for Quality Assessment (IIQA)	:	IIQA is a NAAC requirement, which needs to be submitted online by all categories of HEIs, as a pre-requisite to the Assessment and Accreditation process.
Institutional Distinctiveness	:	Institutional distinctiveness refers to those activities, qualities, and accomplishments that enable an institution to enjoy a unique identity or an academic reputation for which it is known, admired and valued by stakeholders.
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.
Inter-disciplinary research	:	An integrated 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)	:	Internal Quality Assurance Cell (IQAC) is a cell/unit meant to usher, design, plan and implement quality-related activities and quality movement/culture of an higher education institution and it is expected to be established in every accredited institution as a post-accreditation quality sustenance measure of the NAAC. http://www.naac.gov.in/IQAC.asp
Internal Quality Assurance	:	A system for self-regulated responsibilities of higher education institutions aimed at continuous improvement of quality for achieving academic and administrative excellence.

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System(IQAS)		
Internship	:	A designated activity that carries some credits involving more than 25 days of working in an organization outside the institution 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	:	Leadership is a process by which a person influences other to accomplish set objectives and directs the organization in a way that renders it more cohesive and coherent. For an educational institution, the strategic actions would be student-centric, learning-oriented, value-added and expectation-fulfilled, stimulating creativity, innovation, and ultimately building capacities and capabilities of all components, towards reaching excellence.
Learning Management Systems	:	A learning management system (LMS) is a software application for improved administration, documentation, tracking, reporting and delivery of educational courses or training Programmes. They help the instructor to deliver appropriate material to the students, administer assessments and other assignments, track student progress, and manage record-keeping. Modular Object-Oriented Dynamic Learning Environment (MOODLE) is an example of open source LMS.
Learning Outcomes(Los)	:	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 mechanisms, which enable the students to acquire information, knowledge and skills required for their study with ease and efficiency.
Programme Outcomes, Programme Specific Outcomes, Course Outcomes	:	➢ **Programme Outcomes**: POs are statements that describe what the students graduating from any of the educational Programmes of the institution should be able to do on completion. ➢ **Programme Specific Outcomes**: PSOs are statements that describe what the graduates of a specific educational Programme should be able to do on completion. ➢ **Course Outcomes:** COs are statements that describe what students should be able to do on completion of the course.
New Technologies	:	Digital tools and resources (hardware and software) and their applications in the field of education.
NIRF	:	National Institutional Ranking Framework (NIRF), as 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

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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 her/his 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 : Infrastructure facilities made available by the Managers of the educational institution are productively used to substantially increase the efficiency in the delivery and services provided by the institution, and leading to meaningful student support and progression.

Organogram : An Organogram is a graphical representation of an organization's structure. It is used to show hierarchical relationships between Managers and the people who report to them. It also depicts the jobs at different levels within that organization..

Outcome : An outcome of an educational Programme is what the student should be able to do on completion of a Programme/ course/ instructional unit.

Outreach Activities : Is the practice of conducting focused local/public awareness activities through targeted community interactions.

Participative Learning : Participative Learning is a model of teaching-learning undertaken 'with' rather than 'for' students, and its outcomes are owned by the team. The healthy/lasting relationship developed during this mutual learning experience is also known to remove all barriers between the 'teacher' and the 'taught', making the experience highly enriching to both the parties.

Participative Management : Refers to an open form of management where employees are actively involved in the decision making process of the institution, thus breaking the barriers and rendering the functioning more efficient and acceptable.

Perspective Development : Is a well-planned and designed blueprint of the objectives, strategies for implementation and time-bound activities, for future growth and development of the institution.

Policy for Promotion of Research : Well defined/documented processes for research pursuance in the institution, to facilitate and guide the teachers to write research proposals, seek funding, conduct research, evaluate the results, publish articles, undertake consultancy and seek recognition and/or reward for the research undertaken by them.

Pre-qualifiers : For the Assessment and Accreditation (A&A) in the Revised Accreditation Framework of NAAC, there is a pre-condition for the peer team to visit. This is based on a minimum of 25% system generated score (SGS) as related to the verification and validation of Q_nM data by the Data Validation and Verification process (DVV). As a Pre-qualifier, the institution should score at least 25% in Quantitative Metrics (Q_nM) score as per the final validation after the DVV Process. If the HEI does not clear the Pre-qualifier stage, then it is expected to

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reapply and seek IIQA afresh along with submission of the required fees.

Problem Based Learning (PBL) : It is a student-centric pedagogy in which students learn about a subject through the experience of solving an open-ended problem as 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 is known to enhance knowledge acquisition, enhanced group collaboration and communication among learners.

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 permissible formal degree programmes are identified and enlisted by the UGC.

Programme Options : A range of courses offered to students to choose from, at various levels of their educational tenure in the institution, 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 as at present, no agency has formally defined the POs of General Higher Education in a 3-year degree Programmes in India, POs of all professional Programmes in engineering and other areas are identified at the 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 facilities.

Remedial Courses : Courses offered to academically disadvantaged students in order to help them cope with the expected academic requirements.

Research : Systematic intellectual investigations aimed at discovering, interpreting and revising new knowledge.

Research Grant : Grant generated/received from different funding 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 such others.

SCOPUS : Is the Elsevier's largest abstract and citation data base of peer-reviewed journals in top-level subject fields, for the ease of reference by research workers.

Seed money for Research : Funds provided to a teacher or a group of teachers by the institution to initiate research to facilitate research work in the absence of funded projects. This initiative is known to encourage teachers to start research work and subsequently leading them to prepare project proposals and seek formal funding by funding agencies.

Situatedness : Situatedness refers to involvement within a context. It also refers to placement of learning experiences in authentic contexts or settings

SJR(SCImago Journal & Country Rank) : Is a portal that includes the journals and information contained in the SCOPUS. This indicator shows the visibility of the journals. SJR is a variant of the eigenvector centrality measure, used in network theory, and is an alternative to the use of Impact Factor (IF), in a three year period, leading to assessing the prestige of the journal.

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Slow Learners	:	Students whose academic performance is below that of 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 bear an ability to influence the actions, decisions, policies, practices or goals of the organization.
Strategic Plan	:	Is a coordinated and systematic way to develop the course and direction for an organization to march ahead, through a specific, action-oriented medium or long-term plan for making progress towards the preset institutional goals.
Strategy Development	:	Formulation of objectives, directives and guidelines with specific plans for institutional growth and development.
Student Centric Methods	:	Methods of instructions that focus on products of with a central focus on students.
Student Profile	:	Complete information of the student community of the institution, their diversity in terms of economic and social strata, demographic location of their domicile, and other aspects such as gender, age, religion, caste, family background, rural/ urban locale and such others.
Student Progression	:	Successful and vertical movement of students from one level of education to the next higher level and thereafter towards gainful employment.
Student Support	:	Facilitating mechanisms provided by the institution through for access to information on fee structure and refund policies and also academic/personal guidance/counseling and placement cell facilities as also student welfare measures to give a wide variety of 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 laudable teacher attributes and characteristics.
Twinning Programmes	:	An arrangement between two institutions where a provider in the 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 beyond/outside the curriculum that add value and help the 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 the higher education level. While no agency has defined the POs of General Higher Education three year degree 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 a set of POs of an engineering Programme identified by the 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 the 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

ISO Certification

ISO 9001:2015 implementations help to manage the resources effectively, as you will be able to utilise all your resources to its maximum extent. Once the institution obtains ISO 9001 certificate it creates path to improve the processes continually.

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,

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and the cultural, societal, and environmental considerations.

PO4. **Conduct investigations of complex problems**: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

PO5. **Modern tool usage**: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling 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

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work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

PO12. **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

POs of General Higher Education 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,

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and accept responsibility for them.

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

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

Programme Specific Outcomes

Sample PSOs of BSc Zoology

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

PSO2. Analyse the relationships among animals, plants and microbes

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

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

Sample PSOs of BA Economics

PSO1: Understand the behaviour of Indian and World economy,

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

PSO3:Determine economic variables including inflation, unemployment, poverty, GDP, Balance of Payments using statistical methods

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

Course Outcomes

Sample COs of the course "Animal Diversity – Non Chordata"

CO1 Describe general taxonomic rules on animal classification

CO2 Classify Protista up to the phylum using examples from parasitic adaptation

CO3 Classify Phylum Porifera with taxonomic keys

CO4 Describe the phylum Coelenterata and its polymorphism

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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 their economic importance

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

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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	-	College 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

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IEEE	-	Institute of Electrical and Electronic Engineers
IIQA	-	Institutional Information for Quality Assessment
IQAC	-	Internal Quality Assurance Cell
IQAS	-	Internal Quality Assurance System
INFLIBNET	-	Information and Library Network
INQAAHE	-	International Network for Quality Assurance Agencies in Higher Education
INSA	-	Indian National Science Academy
IPR	-	Intellectual Property Rights
ISR	-	Institutional Social Responsibility
IUC	-	Inter University Centre
KI	-	Key Indicator
KI-GP(s)	-	Key Indicator-wise Grade Point(s)
MHRD	-	Ministry of Human Resources 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 on 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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For Communication with **NAAC**

The Director
National Assessment and Accreditation Council (NAAC)
(An Autonomous Institution of the University Grants Commission)
P.O. Box No. 1075, Nagarbhavi, Bengaluru- 560 072
Phone: + 91-08-2321 0261/62/63/64/65
Fax: + 91-08-2321 0268, 2321 0270
Email:director.naac@gmail.com
Website: www.naac.gov.in

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