SECTION A: GUIDELINES FOR ASSESSMENT AND ACCREDITATION

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

Vision and Mission

Vision:

To facilitate excellence in higher educational institutions.

Mission:

- To arrange for periodic assessment and accreditation of institutions of higher education
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;

Objectives:

- To facilitate awareness among Colleges in the State about processes and systems that can ensure quality enhancement and realization of goals set in higher education.
- To move in the direction of an accreditation and audit system that enables mentoring more than monitoring.
- To review the implementation of Government schemes in all colleges of the State.
- To arrive at a GUIDE-AAA Score Gujarat Index for Development in higher education- Academic and Administration Audit)by assessing specific parameters for development.
- The GUIDE-AAA Score to be used as a tool to identify the areas for special focus and improvement.
- To evaluate the performance of the institution and to identify the issues that are to be attended to in order to improve the quality of Teaching and Research.

Core Values

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

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

(i) Contributing to National Development

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

(ii) Fostering Global Competencies among Students

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

(iii) Inculcating a Value System among Students

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

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

(iv) Promoting the Use of Technology

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

In addition to using technology as a learning resource, managing the activities of the institution in a technology-enabled way will ensure effective institutional functioning. For example, documentation and data management in the HEIs are areas where the process of assessment by AAA 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, AAA accreditation would look at how the HEIs have put in place their electronic data management systems and electronic resources and their access to internal and external stakeholders particularly the student community.

(v)Quest for Excellence

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

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

I. ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

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

Revised Assessment and Accreditation (A&A) Framework

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

- From qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
- Towards extensive use of ICT confirming scalability and robustness
- In terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on

- In terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of AAA indicators with other international QA frameworks
- Introducing Pre-qualifier for peer team visit, as 30% of system generated score
- Introducing *System Generated Scores* (SGS) with combination of online evaluation (about 70%) and peer judgement (about 30%)
- In introducing the element of *third party validation* of data
- In providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges
- In revising several metrics to bring in enhanced participation of students and alumni in the assessment process

Focus of Assessment

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

In line with AAA'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 KCG involves the participation of all the stakeholders – management, faculty members, administrative staff, students, parents, employers, community and alumni. While the participation of internal stakeholders i.e. management, staff and students provide credibility and ownership to the activity and could lead to newer initiatives, interaction with the external stakeholders facilitate the development process of the institution and their educational services. Overall, the QA is expected to serve as a catalyst for institutional self-improvement, promote innovation and strengthen the urge to excel.

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

The possible differentiation required in respect of HEIs which are going for subsequent cycles of A&A, appropriate scope has been provided in the

Process. This will allow the HEIs to appropriately represent the developments they have attempted after the previous A&A cycle.

II. QUALITY INDICATOR FRAMEWORK (QIF) - DESCRIPTION

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

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

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

Criterion I: - Curricular Aspects

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

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

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

KEY INDICATORS

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

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

1.1 *(U) Curriculum Design and Development

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

Curriculum evolved by the University/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 and thereby attainment of PSOs and COs. The quality element is reflected in the efforts to revise, update, include emerging concerns etc., 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 rather insignificant role in curriculum designing and development. They adopt the curriculum overview provided by the respective universities. Each college operationalize the curriculum within the overall frame work provided, in one's own way depending on its resource potential, institutional goals and concern and so on. That is, each college visualizes the way the curriculum has to be carried out – activities, who, how, when etc. This process makes each institution unique and reflects on the concern of the college for quality in the form of values emphasized, sensitivities focused on, etc.

1.2 Academic Flexibility

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

1.3 Curriculum Enrichment

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

1.4 Feedback System

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs.

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

Criterion II: - Teaching Learning and Evaluation

Criterion II pertains to the efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order '*thinking*' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources are important considerations. It also probes into the

adequacy, competence as well as the continuous professional development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this Criterion.

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

KEY INDICATORS

2.1 Student Enrolment and Profile

2.2 Catering to Student Diversity

2.3 Teaching-Learning Process

2.4 Teacher Profile and Quality

2.5 Evaluation Process and Reforms

2.6 Student Performance and Learning Outcomes

2.7 Student Satisfaction Survey

2.1 Student Enrolment and Profile

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

2.2 Catering to Student Diversity

The HEIs are expected to satisfy the needs of the students from diverse backgrounds including backward community as well as from different locales. They would make special efforts to bring in students from special categories, reach out to their special learning needs by initial assessment of their learning levels, in addition to understand possible variations over years and how and what is done to deal with such students. While in uni-gender institutions explicit efforts are to be made to sensitise students about the other gender; and the like.

2.3 Teaching-Learning Process

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

2.4 Teacher Profile and Quality

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

2.5 Evaluation Process and Reforms

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

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

2.6 Student Performance and Learning Outcomes

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

2.7 Student Satisfaction Survey

All the efforts of teachers and the institution to make learning a meaningful process can be considered impactful only to the extent students perceive it to be meaningful. Their satisfaction level is decided by the kinds of experiences they undergo, the extent of the "comfort"

feeling as well as intellectual stimulation the learning situations provide. Their feedback significantly showcases the actual quality of teaching learning process enabling identification of the strengths of teaching as well as the possible improvements. Student satisfaction, thus, is a direct indicator of the effectiveness of teaching learning in the institution. It may be impractical to capture this aspect from every student; however, every HEI can resort to a sample survey on a formalized basis to capture this significant feature. This is the reason the revised assessment framework of AAA adopts survey of student satisfaction.

Criterion III: - Research, Innovations and Extension

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

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

KEY INDICATORS

3.1 *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 Colleges

3.1 Promotion of Research and Facilities

The promotion of research is a significant responsibility of the HEIs particularly for Universities without which a 'research culture' on campus cannot be realised. The HEIs have to be actively engaged in this through evolving appropriate policies and practices, making adequate resources available, encouraging active research involvement of teachers and scholars

in research as well as recognizing any achievement of teachers through research. It also includes responsiveness and administrative supportiveness (procedural flexibility) in the institution in utilizing the supports and resources available at the Government agencies and/or other agencies. Required infrastructure in terms of space and equipment and support facilities are made available on the campus for undertaking research. The institution collaborates with other agencies, institutions, research bodies for sharing research facilities and undertaking collaborative research.

3.2 Resource Mobilisation for Research

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

3.3 Innovation Ecosystem

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

3.4 Research Publications and Awards

Exploration and reflection are crucial for any teacher to be effective in one's job. Quality research outcome is beneficial for the discipline, society, industry, region and the nation. Sharing of knowledge especially theoretical and practical findings of research through various media enhances quality of teaching and learning. Research acumen in an institution is an evolving feature reflecting various research output with clear records such as - doctoral, post-doctoral, projects, 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. The finances generated through consultancy are fairly utilized by the institution. The faculty taking up consultancy is properly rewarded. University is a resource pool with several persons engaged in research at various levels. Consultancy shows the credibility of the university's research acumen in the outside world. While the university personnel extend their expertise to other agencies the university also generates some revenue along with the research faculty. For this it is necessary that the university has a formalized policy on consultancy with clear specification of revenue sharing between the teacher and the institution. This may not be a formalized aspect of a college.

3.6 Extension Activities

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

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

3.7 Collaboration

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

Criterion IV: - Infrastructure and Learning Resources

The adequacy and optimal use of the facilities available in an institution are essential to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of the institution - students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns.

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

KEY INDICATORS

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

4.1 Physical Facilities

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

4.2 Library as a Learning Resource

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

4.3 IT Infrastructure

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

4.4 Maintenance of Campus Infrastructure

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

Criterion V: - Student Support and Progression

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

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

KEY INDICATORS

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

5.1 Student Support

Facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students. Specially designed inputs are provided to the needy students with learning difficulties. Provision

is made for bridge and value added courses in relevant areas. Institution has a well structured, organized guidance and counseling system in place. Students benefited through scholarships, freeships and other means should be identified by HEIs.

5.2 Student Progression

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

5.3 Student Participation and Activities

The institution promotes inclusive practices for social justice and better stakeholder relationships. The institution promotes value- based education for inculcating social responsibility and good citizenry amongst its student community. The institution has the required infrastructure and promotes active participation of the students in social, cultural and leisure activities. Encouraging students' participation in activities facilitates developing various skills and competencies and foster holistic development.

5.4 Alumni Engagement

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

Criterion VI: - Governance, Leadership and Management

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

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

KEY INDICATOR

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

6.1 Institutional Vision and Leadership

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

6.2 Strategy Development and Deployment

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

6.3 Faculty Empowerment Strategies

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

6.4 Financial Management and Resource Mobilization

Budgeting and optimum utilization of finance as well as mobilization of resources are the issues considered under this Key Indicator. There are established procedures and processes for planning and allocation of financial resources. The institution has developed strategies for mobilizing resources

and ensures transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audit.

6.5 Internal Quality Assurance System (IQAS)

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

Criterion VII: - Institutional Values and Best Practices

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

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

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

KEY INDICATORS

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

7.1 Institutional Values and Social Responsibilities

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

7.2 Best Practices

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

7.3 Institutional Distinctiveness

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

ASSESSMENT PROCESS:

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

The assessment process will be carried out in three stages. As stated earlier, it will comprise three main components, viz., Self Study Report (SSR), Student Satisfaction Survey and the Peer Team Report. The SSR has a total of 137 Metrics for Universities covering the seven Criteria described earlier. The SSR has two kinds of Metrics: one, those requiring quantifiable facts and figures as data which have been indicated as '*quantitative metrics'* (Q_nM); and two, those metrics requiring descriptive responses and are accordingly named '*qualitative metrics'* (Q_lM). Table 1 depicts the distribution of Key Indicators (KIs) and Metrics across them.

Table 1: Distribution of Metrics and KIs across Criteria

Type of HEIs	Universities	Autonomous Colleges	Affiliated/Constituent Colleges
Criteria	7	7	7
Key Indicators (KIs)	34	34	32
Qualitative Metrics (Q_lM)	38	38	41
Quantitative Metrics (Q_nM)	99	98	80
Total Metrics ($Q_lM + Q_nM$)	**137**	**136**	**121**

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

Table 2 Distribution of weightages across Key Indicators (KIs)

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

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

***** In case of HEIs who exercise to opt for the ≤5% of Non Applicable Metrics, the total score will vary.

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

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

NA - Not Applicable

PROCEDURAL DETAILS

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

1. Eligible HEIs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online any time during the year. Duly filled in IIQAs of eligible HEIs will be accepted by KCG for further processing and others will be rejected.
2. In case of rejection of IIQA applications specific suggestions would be given to HEIs to facilitate them to resubmit IIQA. An institution can reapply twice after the first attempt resulted in rejection. That is, each HEI is permitted three attempts in a year, with a single fee. After this, it will be considered a fresh application with required fees.
3. After the acceptance of IIQA, the institution will be asked to fill the SSR with the required document to be uploaded on HEI's own website within 30 days. The SSR of the HEI will then be subjected to further process. As preparation of SSR is a systematic process, so it is suggested that the HEIs should be ready with soft copy of SSR and related documents well in advance of submitting IIQA. Those institutions who fail to submit SSR within 30 days will have to apply afresh starting from IIQA & its fees. In any case fees for IIQA will not be refundable.
4. **The SSR format is available on website of KCG. Duly filled SSR with all templates should be uploaded on HEI's website & same should be intimated to KCG through E-Mail(SSR in PDF format & Data Template should be in .XLS)**
5. Optional Metrics: In these diversified education system, there can be few metrics which may not be applicable to the HEI's. Thus in order to facilitate the HEI's KCG has come out with this concept of Non Applicable Metrics.

   Thus the provision is made for the HEI's 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 50 (up to 5%).

   b) Metrics with maximum of total 20 weightage per criteria can only be opted out.

   c) All metrics in Criterion 7 are essential. None of the metrics in this Criterion can be opted out.

   d) Metrics identified as essential cannot be opted out (list of essential metrics are stated in Appendices 3, 4 & 5).

   e) Qualitative metrics cannot be opted out.

The essential metrics across 6 criteria have been identified for Universities (Appendix 3) Affiliated/constituent colleges (Appendix 4) and Autonomous Colleges (Appendix 5) which cannot be opted out. The calculation of Cumulative Grade Point Average (CGPA) of Higher Education Institutions (HEIs) will be done excluding the 5% metrics as opted out by the HEIs. 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 5% of non applicable metrics need to exercise the same, prior to final submission of SSR to AAA.

6. The data submitted on Quantitative Metrics (Q_nM) will be subjected to validation exercise with the help of Data Validation and Verification (DVV) process done by KCG. 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.
7. Any Institution found to be providing wrong information/data during validation and verification stage will be asked for clarifications. On the basis of clarifications submitted by the HEIs the data will be again sent for DVV process. The process of Data Validation and Verification (DVV) by KCG will be done in not more than 30 days.
8. **Pre-qualifier**: The Quantitative Metrics (Q_nM) of SSR will be sent for Data Validation and Verification (DVV) Process. After DVV process, a DVV Deviation report will be generated. On the basis of the Deviation report, the A&A process will proceed further as per the following conditions:
   a) HEI whose Metrics are found to be deviated will be liable for the penalty or legal action. Their first installment of accreditation fees will also be forfeited, and the name of such HEI will be sent to statutory authorities for further actions.
   b) HEI that clears the DVV process will proceed for Peer Team Visit with a condition of a Pre-qualifier, that the HEI should score at least 30% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees. Such HEIs are eligible to apply again only after six months.
9. After the DVV process, KCG will intimate the HEI, within 10 days stating that they have successfully cleared the Pre-qualifier. This indicates that the institution has entered 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 30% Qualitative Metrics (Q_lM).

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

a) SSS will be conducted simultaneously with DVV process.

b) Institutions will have to submit the entire database of students with e-mail/mobile numbers, at the time of filling of online SSR itself.

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 lesser.

   ii. For Universities – 10% of the student population or 500, whichever is lesser.

d) If the response rate is lower than the limits mentioned by AAA, the metric will not be taken up for evaluation.

e) SSS will be completed within one month after its initiation.

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

12. 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 ($_{Ql}$M). The teams would play an important role in reviewing the intangible aspects.

13. Unlike in the past KCG will not pre-disclose the details of the visiting teams and HEIs will be responsible for Logistics for the Visiting Teams.All payment towards TA, DA, Honorarium, etc., will be directly paid by HEI's to the nominated members. The expenses incurred for logistics will be reimburse to HEI's by KCG at the end of process.

14. The institutions need to add a link in home page of their institutional website for AAA records/files viz., SSR, Peer Team Report, AQAR, Certificate of AAA and Accreditation documents etc., for easy access by its stakeholders. The said link should be clearly visible/ highlighted.

ASSESSMENT OUTCOME

The final result of the Assessment and Accreditation exercise will be an ICT based score, which is a combination of evaluation of qualitative and quantitative metrics. This will be compiled as a document comprising three parts.

PART I - *Peer Team Report*

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

PART II - *Graphical representation based on Quantitative Metrics (Q_nM)*

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

PART III - *Institutional Grade Sheet*

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

The above three parts will together form "AAA Accreditation Outcome" document. It is mandatory for the HEIs to display it on their institutional website apart from AAA 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 which comprise about 70% of the total, 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).

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 point refers to the seven letter grades each aligned to the seven specific score range.

Table 3 Institutional Grades and Accreditation Status

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51-4.00	A++	Accredited
3.26-3.50	A+	Accredited
3.01-3.25	A	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited
2.01-2.50	B	Accredited
1.51-2.00	C	Accredited
≤ 1.50	D	Not Accredited

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

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

HEIs applying for A&A process should take note of the changes in the assessment process. It must be noted that the **SSR has to be uploaded only on Website of HEI's. The portal will be made available to the Institution on the AAA website in 'Apply Online Tab'.** It would be helpful if the institution read the Manual carefully and get ready with all kinds of details required to be filled up in online format. Use this Manual for understanding the revised process of A&A and preparing for the submission of SSR in the new 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 AAA.
- The SSR has to be filled online; for this AAA will provide access to the respective portal on the website for institutions, according to pre-declared timeline.
- Read instruction about where to upload the documents and data, in what format data have to be presented for the various metrics and required verbal explication for the qualitative metrics.
- Kinds of information to be filled in the SSR are given in the QIF, presented in Section B.
- The Profile of the Institution given in Section B is self-evident in seeking information about the institution.
- The QIF given in Section B indicates the kinds of data and documents required for each of the Metrics while filling up the SSR and also kinds of responses to be given.
- In an initial exercise, the institution can prepare details as sought in the QIF (Section B) about the various aspects of its functioning and upload them in a protected space on the institutional website. This will make it easy to upload and/or make them available through hyperlinks whenever required.
- Some of the documents indicated such as minutes of various committees/bodies, financial details and similar items for which the institution may not like to provide in open access could be kept ready and made available through hyperlinks whenever required.
- Keep all the relevant documents and data indicated in the QIF for each Metric under all KIs as a template so that when access to online SSR is available, it's easy to provide pertinent data.
- Wherever verbal descriptions are required write briefly as indicated (eg. . . in not more than 500 words…. or…. in not more than 200

words…, etc). Contemplate well and prepare the write ups explicating the highlights of the sought details about the institution without wasting space/words on 'frill' details.

- The online formats (templates) for submitting data with respect to Quantitative Metrics (QnM) is given in Sub Section 7 of Section B. The same template in excel format can be downloaded from KCG website available in an 'Apply Online Tab'.
- Ensure authentic, correct data are provided through out. **Incorrect data or false details could lead to disqualification or penalty.**
- Strictly adhere to the time specifications given by KCG.
- Some details may have to be worked out if they are not ready; eg. COs, PSOs, compiled reports from various minutes and analyses of feedback, etc...
- Keep a brief executive summary for upload as per details given in Section B.
- Do not send any information as hard copy to KCG unless specified.
- Read the Manual completely including the Glossary and Notes. This will help in clear understanding of the terms used in the Quality Indicator Framework (QIF).
- For Metric related to finance the preceding financial year (1st April to 31st March) may be used to consolidate data, for publication related data preceding calendar year (1st January to 31st December) data to be entered and for the other metrics the 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.

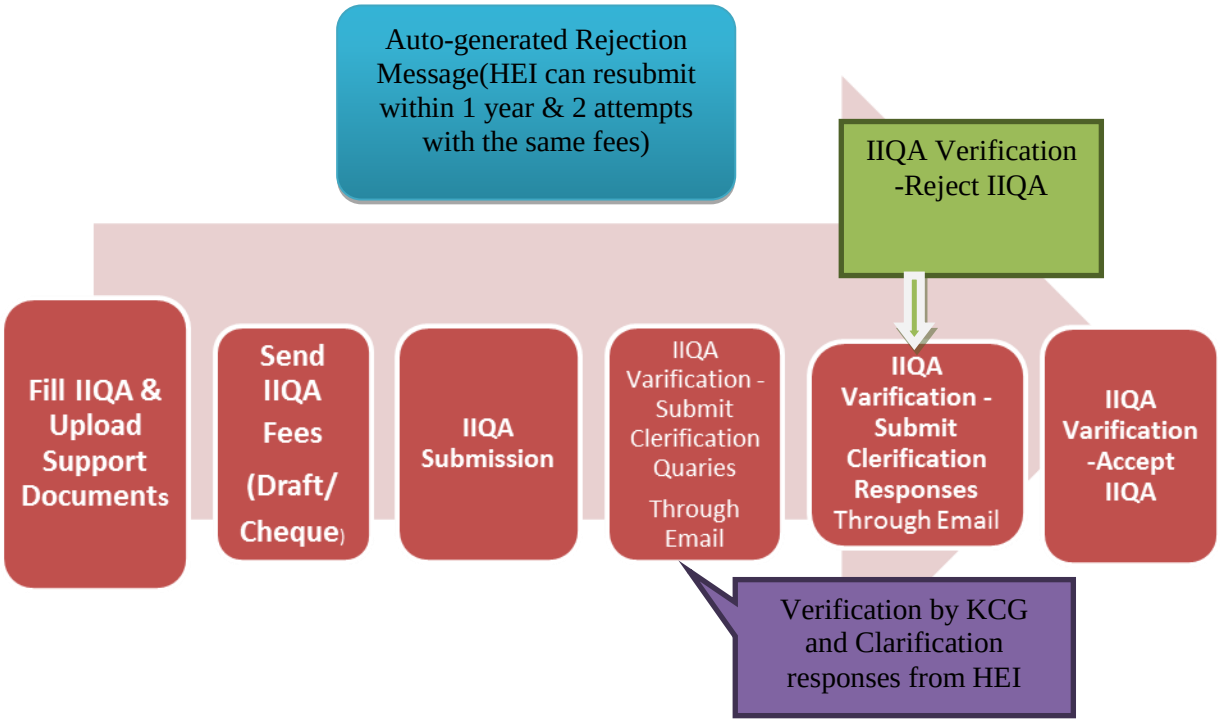
MANDATORY DISCLOSURE ON HEI's WEBSITE

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

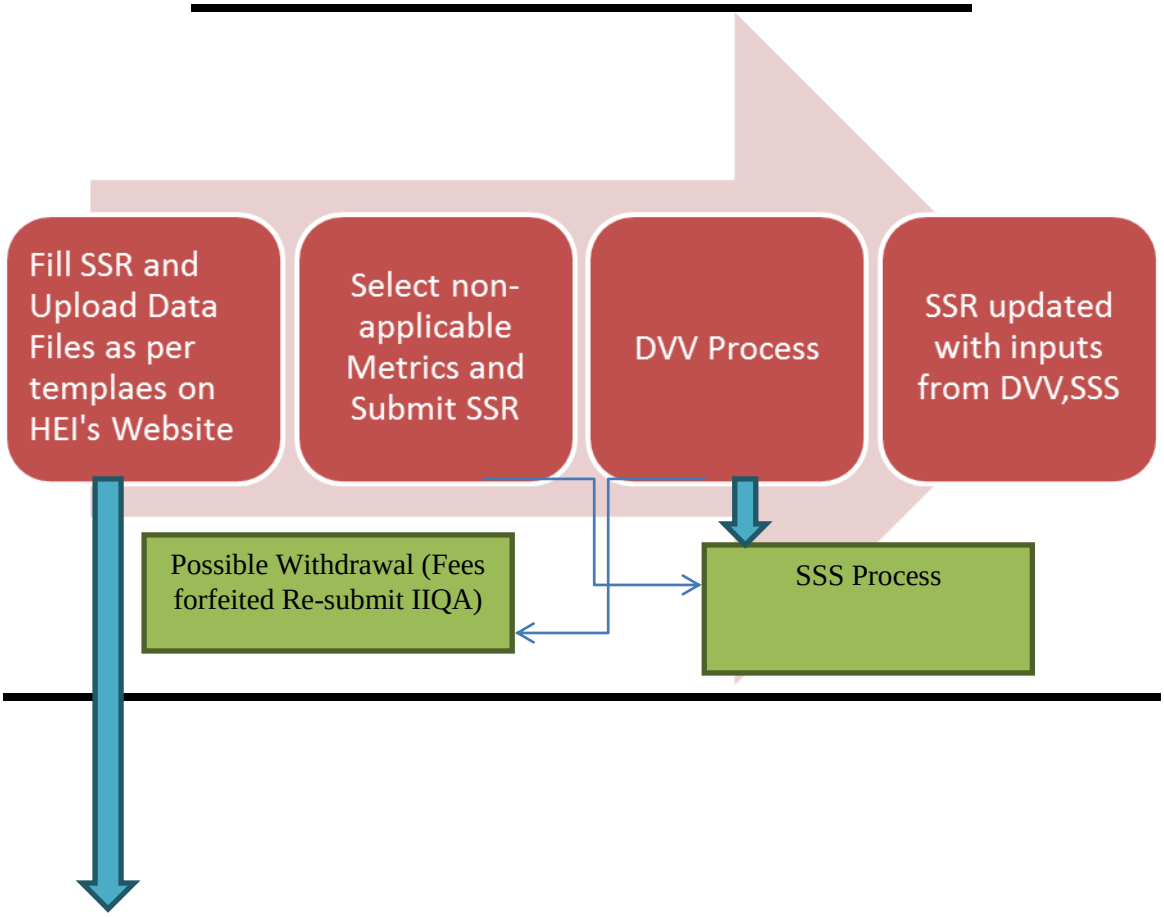
1) SSR submitted online, to be uploaded after DVV process only (.pdf format).
2) Data templates which are uploaded along with SSR (in password protected mode, if needed).

The Higher Educational Institution's (HEI's) may suitably design their AAA tab/link to accommodate all relevant documents.

IIQA Submission Process



SSR Submission Process



HEI should upload SSR & Data Templates/Files on their own website & should intimate KCG within 5 days through E-Mail.

SECTION-B

Data Requirements for Self - Study Report (SSR)

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

1. Executive Summary
2. Profile of the University
3. Extended Profile of the University
4. Quality Indicator Framework (QIF)
5. Data Templates / Documents (Quantitative Metrics)

1. Executive Summary

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

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

The Executive summary shall not be more than 5000 words.

2. Profile of the Institution

1. Basic Information

Name and Address of the College:			
Name :			
Address :			
City :		Pin :	State :
Website :			

2. For Communication:

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

3. Status of the

Institution: ☐

Affiliated ☐

College ☐

Constituent ☐

College Any ☐

other (specify) ☐

4. Type of Institution:

a. By Gender

i. For Men ☐

ii. For Women ☐

iii. Co-education ☐

b. By Shift

i. Regular ☐

ii. Day ☐

iii. Evening ☐

5. It is a recognized minority institution?

Yes ☐ No ☐

6. Sources of funding: Government Grant-in-aid Self- financing Any other

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

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

c. Details of UGC recognition:

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

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

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

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

(Enclose the recognition/approval letter)

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

Yes ☐ No ☐

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

Yes ☐ No ☐

9. Is the college recognized

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

Yes ☐ No ☐

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

b. For its performance by any other governmental agency?

Yes ☐ No ☐

If yes, Name of the agency …… and

Date of recognition: …… (dd/mm/yyyy)

10. Location of the campus and

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

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

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

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

12. Please fill in the following details if applicable:

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

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

like English, regional languages etc.)

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

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

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

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

15. Qualifications of the teaching staff:

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

16. Number of Visiting Faculty /Guest Faculty engaged with the College. [ ]

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

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

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

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

19. Please fill in the following details if applicable:

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

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

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

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

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

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

21. Date of establishment of Internal Quality Assurance Cell (IQAC) IQAC …… (dd/mm/yyyy)

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

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

3. Extended Profile of the Institution

1 **Programme**:

1.1 Number of courses offered by the Institution across all programs during the last five years

Year					
Number					

2 **Student**:

2.1 Number of students year wise during the last five years

Year					
Number					

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

Year					
Number					

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

Year					
Number					

3 Academic:

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

Year					
Number					

3.3Number of Sanctioned posts year wise during the last five years

Year					
Number					

4. Institution:

4.1 Total number of Classrooms and Seminar halls _____

4.2 Total expenditure excluding salary year wise during the last five years (INR in lakhs)

Year					
Number					

4.3 Number of Computers _____

4. Quality Indicator Framework (QIF)

Essential Note:

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

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

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

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

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

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

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

Metric wise weightage is also given.

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

Criterion 1 – Curricular Aspects (100)

Key Indicator – 1.1 Curricular Planning and Implementation (20)

Metric No.		Weightage
1.1.1. **Q_lM**	***The Institution ensures effective curriculum delivery through a well planned and documented process*** Upload a description of the initiatives in not more than 500 words	**10**
1.1.2. **Q_nM**	***Number of certificate/diploma program introduced during last five years*** 1.1.2.1. Number of certificate/diploma program introduced year wise during last five years Data requirement: (As per Data Template in Section B) • Certificate/ Diploma program code • Name of the program • Year of introduction **File Description:** • Any additional information • Details of the certificate / Diploma programs • Minutes of relevant Academic Council/ BOS meetings	**5**
1.1.3. **Q_nM**	***Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years*** 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year wise during last five years Data requirement: (As per Data Template in Section B) • Number of teachers participated • Name of the body in which full time teacher participated • Total number of teachers Formula	**5**

	$\frac{Number\ of\ full\ time\ teachers\ participating\ in\ such\ bodies}{Average\ number\ of\ full\ time\ teachers\ for\ last\ five\ years} x100$ Documents: Upload the scanned copies of the certificate supporting the participation of teachers **File Description:** • Details of participation of teachers in various bodies • Any additional information	

Key Indicator- 1.2 Academic Flexibility (30)

Metric No.		Weightage
1.2.1. **Q_nM**	***Percentage of new Courses introduced of the total number of courses across all Programmes offered during last five years.*** 1.2.1.1. How many new courses were introduced within the last five years Data Requirement for last five years: (As per Data Template in Section B) • Name of the new course introduced • Name of the Programme Formula: $\frac{\text{Number of new courses introduced during the last five years}}{\text{Number of courses offered during the last five years}} X\ 100$ **File Description(Upload)** • Minutes of relevant Academic Council/BOS meeting • Any additional information • Institutional data in prescribed format (Data Template)	**10**
1.2.2. **Q_nM**	***Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented (current year data)*** 1.2.2.1. Number of Programmes in which CBCS/ Elective course system implemented. Data Requirement: (As per Data Template in Section B) • Name of all Programmes adopting CBCS	**10**

	• Name 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 relevant Academic Council/ BOS meetings • Institutional data in prescribed format (Data Template)	
1.2.3. **Q_nM**	***Average percentage of students enrolled in subject related Certificate/ Diploma programs/ Add-on programs as against the total number of students during the last five years*** 1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year wise during last five years Data Requirement: (As per Data Template in Section B) • Total number of students enrolled in certificate diploma/ Add –on programs • Total number of students across all the programs Formula: $\text{Percentage per year} = \frac{\text{Total number of students enrolled in Certificate or Diploma or Add - on programs}}{\text{Total number of students across all programs}}$ X100 $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ **File Description(Upload)** • Any additional information • Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	**10**

Key Indicator- 1.3 Curriculum Enrichment (30)

Metric No.		Weightage
1.3.1. **Q_lM**	***Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum*** Upload a description in maximum of 500 words **File Description (Upload)** • Any additional information • Upload the list and description of courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum.	**10**
1.3.2. **Q_nM**	***Number of value added courses imparting transferable and life skills offered during the last five years*** 1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Data Requirement for last five years: (As per Data Template in Section B) • Name of the value added courses with 30 or more contact hours • No. of times offered during the same year • Total no. of students completing the course in the year **File Description (Upload)** • Any additional information • Brochure or any other document relating to value added courses • List of value added courses (Data Template)	**15**

1.3.3. **Q_nM**	***Percentage of students undertaking field projects/ internships (current year data)*** 1.3.3.1. Number of students undertaking field projects or internships Data Requirement : (As per Data Template in Section B) • Name of the programme • No. of students undertaking field projects/ internships Formula: $\frac{\text{Number of Students undertaking feild projects or internships}}{\text{Total number of Students}}$ X100 **File Description:(Upload)** • Any additional information • List of programmes and number of students undertaking field projects/internships (Data Template)	**5**

Key Indicator- 1.4 Feedback System (20)

Metric No.		Weightage
1.4.1. **Q_nM**	***Structured feedback received from*** 1) Students 2)Teachers 3)Employers 4)Alumni 5)Parents for design and review of syllabus-Semester wise/ year wise **Options:** A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above **Opt One** D. Any 1 of the above E. None of the above Data Requirement: Report of analysis of feedback received from different stakeholders year wise	**10**

	File Description • URL for stakeholder feedback report • Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) • Any additional information (Upload)	
1.4.2 **Q_nM**	***Feedback process of the Institution may be classified as follows:*** A. Feedback collected, analysed and action taken and feedback available on website B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected **Opt One** Documents: Upload Stakeholders feedback report, Action taken report of the institute on it as stated in the minutes of the Governing Council, Syndicate, Board of Management **File Description** • Upload any additional information • URL for feedback report	**10**

Criteria 2- Teaching- Learning and Evaluation (350)
Key Indicator- 2.1 Student Enrolment and Profile (30)

Metric No.		**Weightage**
2.1.1. **Q_nM**	***Average percentage of students from other States and Countries during the last five years*** 2.1.1.1. Number of students from other states and countries year wise during last five years **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years : (As per Data Template in Section B)	**10**

	• No. of Students enrolled from other states and countries • Total number of Students enrolled Formula: $$\text{Percentage per year} = \frac{\text{Number of students from other states and countries}}{\text{Number of students}} \text{X } 100$$ $$\text{Average percentage} = \frac{\sum Percentage\ per\ year}{5}$$ **File Description (Upload)** • Any additional information • List of students (other states and countries) • Institutional data in prescribed format (Data Template)	
2.1.2. **Q_nM**	***Average Enrolment percentage (Average of last five years)*** 2.1.2.1. Number of students admitted year wise during last five years 2.1.2.2. Number of sanctioned seats year wise during last five years Data Requirement last five years • Total number of Students admitted • Total number of Sanctioned seats $$\text{Percentage per year} = \frac{Total\ number\ of\ Students\ admitted}{Total\ number\ of\ sanctioned\ seats} \text{X}100$$ $$\text{Average percentage} = \frac{\sum Percentage\ per\ year}{5}$$ **File Description:** • Any additional information • Institutional data in prescribed format	**10**
2.1.3. **Q_nM**	***Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during last five years*** 2.1.3.1. Number of actual students admitted from the reserved categories year wise during last five years	**10**

Year						
Number						

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

- Number of Students admitted from the reserved category
- Total number of seats earmarked for reserved category as per GOI or State government rule

Formula:

$$\text{Percentage per year} = \frac{\text{Actual number of students admitted from the reserved categories}}{\text{Number of seats earmarked for reserved category as per GOI or State Government rule}} \text{X } 100$$

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

File Description: (Upload)

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

Key Indicator- 2.2. Catering to Student Diversity (50)

Metric No.		Weightage
2.2.1. **Q_lM**	***The institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow learners*** Upload a description in maximum of 500 words **File Description:** • Past link for additional Information • Upload any additional information	**30**

2.2.2. **Q_nM**	***Student- Full time teacher ratio (current year data)*** 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)** • Institutional data in prescribed format • Any additional information	**10**
2.2.3. **Q_nM**	***Percentage of differently abled students (Divyangjan) on rolls (current year data)*** 2.2.3.1. Number of differently abled students on rolls Data requirement: (As per Data Template in Section B) • Total number of differently abled students on roll in the institution • Total number of students on roll in the institution Formula : $\frac{\text{Number of differently abled students on rolls}}{\text{Total number of students on rolls}}$ X 100 **File Description (Upload)** • List of students(differently abled) • Any other document submitted by the Institution to a Government agency giving this information • Any additional information • Institutional data in prescribed format (Data Template)	**10**

Key Indicator- 2.3. Teaching- Learning Process (50)

Metric No.		Weightage
2.3.1. **Q_lM**	***Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences*** Upload a description in maximum of 500 words	**20**

	File Description: • Upload any additional information • Link for additional information	
2.3.2. **Q_nM**	***Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-Learning resources etc. (current year data)*** 2.3.2.1. Number of teachers using ICT Data Requirement (As per Data Template in Section B) • Number of teachers using ICT (LMS, e- resources) • Number of teachers on roll • ICT tools and resources available Formula: $\frac{Number\ of\ teachers\ using\ ICT}{\text{Total number of teachers}}$ X100 **File Description:** • Upload any additional information • Provide link for webpage describing the "LMS/ Academic management system" • Upload list of teachers (using ICT for teaching) based on the Data Template	**10**
2.3.3. **Q_nM**	***Ratio of students to mentor for academic and stress related issues (current year data)*** 2.3.3.1. Number of Mentors Data Requirement • Number of students assigned to each Mentor Formula: Mentor: Mentee **File Description** • Upload year wise list of number of students, full time teachers and mentor/mentee ratio	**10**
2.3.4. **Q_lM**	***Innovation and Creativity in teaching- learning*** Upload description of innovation and creativity in teaching- learning process not more than 500 words **File Description:** • Any additional information	**10**

Key Indicator- 2.4 Teacher Profile and Quality (80)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>2.4.1.

Q_nM</td><td>

Average percentage of full time teachers against sanctioned posts during the last five years

Data Requirement for last five years (As per Data Template in Section B)

- Number of full time teachers
- Number of sanctioned posts

Formula:

$$\text{Percentage per year} = \frac{\text{Number of full time teachers}}{\text{Number of sanctioned posts}} \times 100$$

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

File Description (Upload)

- Year wise full time teachers and sanctioned posts for 5years(Data Template)
- Any additional information
- List of the faculty members authenticated by the Head of HEI

</td><td>15</td></tr>
<tr><td>2.4.2.

Q_nM</td><td>

Average percentage of full time teachers with Ph. D. during the last five years

2.4.2.1. Number of full time teachers with Ph. D. 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 in Section B)

- Number of full time teachers in Ph. D
- Total number of full time teachers

Formula:

</td><td>20</td></tr>
</table>

	Percentage per year = $\frac{\text{Number of full time teachers with Ph.D.}}{\text{Number of full time teachers}} \times 100$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ **File Description (Upload)** • Any additional information • List of number of full time teachers with Ph. D. and number of full time teachers for 5 years (Data Template)	
2.4.3. **Q_nM**	***Teaching experience of full time teachers in number of years(current year data)*** 2.4.3.1: Total experience of full-time teachers Data Requirement for last five years (As per Data Template in Section B) • Name and Number of full time teachers with years of teaching experiences Formula: $\frac{\text{Sum of total experience of full time teachers}}{\text{Number of full time teachers}}$ **File Description: (Upload)** • Any additional information • List of Teachers including their PAN, designation, dept and experience details(Data Template)	**10**
2.4.4. **Q_nM**	***Percentage of full time teachers who received awards, recognition, fellowship at State, National, International level from government, recognised bodies during last five years*** 2.4.4.1. Number of full time teachers receiving awards from state/ national/ international level from Government recognised bodies year wise during last five years **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years: (As per Data Template in Section B) • Number of full time teachers receiving awards from	**15**

	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:** • Institution data in prescribed format (Data Template) • Any additional information • e-copies of award letters (scanned or softcopy)	
2.4.5. **Q_nM**	***Average percentage of full time teachers from other States against sanctioned posts during the last five years*** 2.4.5.1. Number of full time teachers from other states year wise during last five years **Year** | | | | | | **Number** | | | | | | Data requirement for last five years: (As per Data Template in Section B) • Number of full time teachers from other states • Total number of sanctioned posts Formula: Percentage per year = $\frac{\text{Number of full time teachers } \textit{from other states}}{\text{Number of sanctioned posts}} \times 100$ Average percentage $= \frac{\sum Percentage\ per\ year}{5}$ **File Description: (Upload)** • List of full time teachers from other states and state from which qualifying degree was obtained (Data Template) • Any additional information	**20**

Key Indicator- 2.5. Evaluation Process and Reforms (50)

Metric No.		Weightage
2.5.1. Q_lM	***Reforms in Continuous Internal Evaluation (CIE) System at the Institutional level*** Upload a description not more than 500 words **File Description:** • Any additional information • Link for additional information	15
2.5.2. Q_lM	***Mechanism of internal assessment is transparent and robust in terms of frequency and variety*** Upload a description not more than 500 words **File Description:** • Any additional information • Link for additional information	15
2.5.3. Q_lM	***Mechanism to deal with examination related grievances is transparent, time- bound and efficient*** Upload a description not more than 500 words **File Description:** • Any additional information • Link for additional information	10
2.5.4. Q_lM	***The Institution adheres to the academic calendar for the conduct of CIE*** Upload a description not more than 500 words **File Description:** • Any additional information • Link for additional information	10

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

Metric No.		Weightage
2.6.1. Q_lM	***Programme outcomes, Programme specific outcomes and course outcomes for all Programme offered by the institution are stated and displayed on website and communicated to teachers and students.*** Describe Course Outcomes (COs) for all courses and mechanism of communication within a minimum of 500 characters and maximum of 500 words **File Description:** • Upload any additional information • Past link for 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 attainment of POs , PSOs and COs in not more than 500 words and the level of attaiment of POs , PSOs and COs***.*** **File Description:** • Upload any additional information • Paste link for Additional information	**10**
2.6.3. Q_nM	***Average pass percentage of Students (Current year data)*** 2.6.3.1. Total number of final year students who passed the university examination 2.6.3.2. Total number of final year students who appeared for the examination Data Requirement (As per Data Template in Section B) • Programme code • Name of the Programme • Number of Student appeared • Number of Students passed • Pass percentage	**20**

	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) • Upload any additional information • Paste link for the annual report	

Key Indicator- 2.7 Student Satisfaction Survey (50)

Metric No.		Weightage
2.7.1. **Q_nM**	***Online student satisfaction survey regarding teaching learning process*** Data Requirement: (As per Data Template in Section B) • Name/Class/Gender • Student Id Number/Adhar Id number • Mobile number • Email Id • Degree Programme (Database of all currently enrolled students need to be prepared and shared with AAA along with the online submission of QIF) **File Description:** • Upload any additional information • Upload database of all currently enrolled students (Data Template)	**50**

Criteria 3- Research, Innovations and Extension (120)

Key Indicator 3.1- Resource Mobilization for Research (10)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>3.1.1.

Q_nM</td><td>

Grants for research projects sponsored by the government and non government sources such as industry, corporate houses, international bodies, endowment, Chairs in the institution during the last five years(INR in Lakhs)

3.1.1.1. Total Grants for research projects sponsored by the government and the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year wise during 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 Requirement for last five years (As per Data Template in Section B)

- Name of the Project/ Endowments, Chairs
- Name of the Principal Investigator
- Department of Principal Investigator
- Year of Award
- Funds provided
- Duration of the project
- Name of the Project/ Endowments, Chairs

File Description: (Upload)

- Any additional information
- e-copies of the grant award letters for research projects sponsored by government and the non-government
- List of project and grant details (Data Template)

</td><td>3</td></tr>
<tr><td>3.1.2.</td><td>

Percentage of teachers recognized as research guides at present

(Not applicable to <u>UG college</u>)

</td><td>3</td></tr>
</table>

<table>
<tr>
<td>Q_nM</td>
<td>3.1.2.1. Number of teachers recognized as research guides
3.1.2.2. Number of full time teachers worked in the institution during the last five years

Data Requirement:
• Number of teachers recognized as research guides
• Total number of teachers

Formula :

$$\frac{Number\ of\ teachers\ recognized\ as\ research\ guides}{Total\ No.of\ teachers} X100$$

Documents: Upload copies of the letter of recognized as research guides

File Description:
• Any additional information
• Institutional data in prescribed format</td>
<td></td>
</tr>
<tr>
<td>3.1.3.

Q_nM

3.1.2.
for UG college</td>
<td>Number of research projects per teacher funded by government and non government agencies during the last five years
(For UG College weightage of this metric will be 7)

3.1.3.1 Number of research projects funded by government and non government agencies during last five years

3.1.3.2 Number of full time teachers worked in the institution 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 last five years: (As per Data Template in Section B)
• Name of principal investigator
• Duration of projects
• Name of research project
• Amount/Fund Received
• Name of funding agency
• Year of sanction</td>
<td>4

7 for UG College</td>
</tr>
</table>

	• Department of recipient **Formula:** $$\frac{\text{Total number of research projects funded by government and non – government agencies during the last five years}}{\text{Average number of full time teachers during the last five years}}$$ **File Description(Upload)** • List of research projects and funding details (Data Template) • Any additional information • Supporting document from Funding Agency • Paste Link for the funding agency website	

Key Indicator 3.2- Innovation Ecosystem (10)

Metric No.		Weightage
3.2.1. **Q_lM**	***Institution has created an ecosystem for innovations including Incubation centre and other initiatives for 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 • Paste link for additional information	**5**
3.2.2. **Q_nM**	***Number of Workshops/ seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years*** 3.2.2.1. Total number of workshops/ seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year wise during last five years	**5**

Years						
Number						

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

- Name of the workshops/seminars
- Number of participants
- Date (From – to)
- Link to the activity report on the website

File Description(Upload)

- Report of the event
- Any additional information
- List of workshops/ seminars during last 5 years (Data Template)

Key Indicator 3.3- Research Publication and Awards (20)

Metric No.		Weightage
3.3.1. **Q_nM**	***The institution has a stated Code of Ethics to check malpractices and plagiarism in Research*** ***Yes/No*** Data Requirement: (As per Data Template in Section B) • Upload code of ethics to check malpractices and plagiarism in research to be made available on institutional website **File Description: (Upload)** • Institutional data in prescribed format (Data format) • Any additional information	**1**
3.3.2. **Q_nM**	***The institution provides incentives to teachers who receive state, national and international recognition/ awards*** ***Yes/No*** Data Requirements : (As per Data Template of 2.4.4 in Section B) • Name of the Awardee with contact details	**1**

	• Name of the Awarding Agency • Year of Award • Incentive details **File Description (Upload)** • e- copies of the letters of awards • Any additional information • List of Awardees and Award details (Data Template)	
3.3.3. **Q_nM**	**Number of Ph.D's awarded per teacher during the last five years** **(Not applicable to <u>UG college</u>)** 4.3.3.1. How many Ph.D's awarded within last five years 4.3.3.2. Number of teachers recognized as guides during the last five years Data Requirements for last five years: (As per Data Template in Section B) • Name of the Ph.D scholar • Name of the Department • Name of the guide/s • Year of registration of the scholar • Year of award of Ph.D **Formula:** $\frac{\text{Number of Ph.D degrees awarded during the last five years}}{\text{Number of Teachers as a recognised guides}}$ **File Description (Upload)** • URL to the research page on HEI web site • List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) • Any additional information	**4**
3.3.4. **Q_nM**	***Number of research papers per teachers in the Journals notified on UGC website during the last five years*** ***(For UG College weightage of this metric will be 10)*** 3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years	**8** **10 for UG Colleg**

<table>
<tr>
<td>3.3.3.
for UG college</td>
<td>
<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: (As per Data Template in Section B)
• Title of paper
• Name of the author/s
• Department of the teacher
• Name of journal
• Year of publication
• ISBN/ISSN number

Formula:
$$\frac{\text{Number of publications in UGC notified journals during the last five years}}{\text{Average number of full time teachers during the last five years}}$$
File Description (Upload)
• Any additional information
• List of research papers by title, author, department, name and year of publication (Data Template)
</td>
<td>e</td>
</tr>
<tr>
<td>3.3.5.
Q_nM

3.3.4.
for UG college</td>
<td>
Number of books and chapters in edited volumes/books published and papers in national/ international conference-proceedings per teacher during last five years
(For UG College weightage of this metric will be 8)

3.3.5.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years
<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 in Section B)
• Name of the teacher: Title of the paper
• Title of the book published: Name of the author/s : Title of the proceedings of the conference
• Name of the publisher: National/International
</td>
<td>6

8 for UG College</td>
</tr>
</table>

	• National/international : ISBN/ISSN number of the proceedings • 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 • List books and chapters edited volumes/ books published (Data Template)	

Key Indicators 3.4 – Extension Activities (60)

Metric No.		Weightage
3.4.1. **Q_lM**	***Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years*** Describe the impact of extension activities in sensitising students to social issues and holistic development within a maximum of 500 words. **File Description:** • Paste link for additional information • Upload any additional information	**20**
3.4.2. **Q_nM**	***Number of awards and recognitions received for extension activities from government/ recognised bodies during the last five years*** 3.4.2.1. Total number of awards and recognition received for extension activities from Government/ recognised bodies year wise during the last five years. **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years: (As per Data Template in Section B)	**5**

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

- Name of the activity
- Name of the Award/recognition
- Name of the Awarding government/recognized bodies
- Year of the Award

File Description: (Upload)

- Any additional information
- Number of awards for extension activities in last 5 year (Data Template)
- e-copy of the award letters

</td><td></td></tr>
<tr><td>**3.4.3.**

Q_nM</td><td>

Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.4.3.1. Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., ~~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 last five years (As per Data Template in Section B)

- Name and number of the extension and outreach Programmes
- Name of the collaborating agency: Non-government, industry, community with contact details

File Description (Upload)

- Reports of the event organized
- Any additional information
- Number of extension and outreach Programmes conducted with industry, community etc for the last five years (Data Template)

</td><td>**15**</td></tr>
<tr><td>**3.4.4.**

Q_nM</td><td>

Average percentage of students participating in extension activities with Government Organization, Non-Government Organizations and Programmes such as Swachh Bharat, AIDs awareness, Gender issue etc. during last five years

3.4.4.1. Total number of Students participating in

</td><td>**20**</td></tr>
</table>

extension activities with Government Organization, Non-Government Organizations and Programmes such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during last five years

Year					
Number					

Data Requirements for last five years: (As per Data Template in Section B)

- Name of the activity
- Name of the scheme
- Year of the activity
- Number of teachers participating in such activities
- Number of students participating in such activities

Formula:

$$\text{Percentage per year} = \frac{\text{Total Number of students participating in such activities}}{\text{Number of students}} \text{X } 100$$

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

File Description:

- Report of the event
- Any additional information
- Average percentage of students participating in extension activities with Govt. or NGO etc (Data Template)

Key Indicator - 3.5 Collaboration (20)

Metric No.		**Weightage**
3.5.1. Q_nM	***Number of linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the last five years*** 1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the- job training, research etc year wise during the last five years	**10**

Year					
Number					

Data Requirements for last five years: (As per Data Template in Section B)

- Title of the linkage
- Name of the partnering institution /industry/research lab with contact details
- Year of commencement
- Duration (From-To)
- Nature of linkage

File Description: (Upload)

- e-copies of linkage related Document
- Any additional information
- Details of linkages with institutions/industries for internship (Data Template)

3.5.2. Q_nM

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

10

3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

Year					
Number					

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

- Organization with which MoU is signed
- Name of the institution/industry/corporate house
- Year of signing MoU
- Duration
- List the actual activities under each MoU
- Number of students/teachers participating under MoUs

File Description:

- e-Copies of the MoUs with institution./ industry/

	corporate houses • Any additional information • Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	

Criterion 4 - Infrastructure and Learning Resources

Key Indicator – 4.1 Physical Facilities (30)

Metric No.		Weightage
4.1.1. **Q_IM**	***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 statutory bodies within a maximum 500 words **File Description:** • Upload any additional information • Paste link for additional information	**5**
4.1.2. **Q_IM**	***The Institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc. and cultural activities*** Describe the of adequacy facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate within a maximum of 500 words **File Description** • Upload any additional information • Paste link for additional information	**5**
4.1.3. **Q_nM**	***Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (current year data)*** 4.1.3.1: Number of classrooms and seminar halls with ICT facilities Data Requirements: (As per Data Template in Section B) • Number of classrooms with LCD facilities • Number of classrooms with Wi-Fi/LAN facilities	**10**

- 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
- Paste link for additional information
- Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)

4.1.4. Q_nM

Average percentage of budget allocations, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

10

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year wise during last five years (INR in lakhs)

Year					
INR in Lakhs					

Data Requirements for last five years: (As per Data Template in Section B)

- Budget allocated for infrastructure augmentation
- Total expenditure excluding salary

Formula:

$$\text{Percentage per year} = \frac{\text{Budget allocation for infrastructure augmentation excluding salary}}{\text{Total expenditure excluding salary}} \text{X}100$$

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

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)** Data Requirement for last five years: Upload a description of library with, • Name of ILMS software • Nature of automation (fully or partially) • Version • Year of Automation **File Description:** • Upload any additional information • Paste link for Additional Information	**5**
4.2.2. **Q_lM**	***Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment*** Data Requirement for last five years: Provide the description of library enrichment which includes • Name of the book/manuscript • Name of the publisher • Name of the author • Number of copies • Year of publishing **File Description:** • Upload any additional information • Paste link for additional information	**2**
4.2.3. **Q_nM**	***Does the institution have the following:*** 1. e-journals 2. e-ShodhSindhu 3. Shodhganga membersip 4. e-books 5. Databases **Option:** A. Any 4 of the above B. Any 3 of the above	**3**

<table>
<tr>
<td></td>
<td>C. Any 2 of the above Opt One
D. Any 1 of the above
E. None of the above

Data Requirement for last five years: (As per Data Template in Section B)
• Details of membership:
• Details of subscription:

File Description:
• Upload any additional information
• Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template)</td>
<td></td>
</tr>
<tr>
<td>4.2.4

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

4.2.4.1 Annual expenditure of purchase of books and journals year wise during 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 Requirement for last five years: (As per Data Template in Section B)
• Expenditure on the purchase of books
• Expenditure on the purchase of journals in i^{th} year
• Year of Expenditure:
Formula:
$$\frac{1}{5}X\sum_{i=1}^{5}Expd_i$$
Where:
$Expd_i$= 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)</td>
<td>5</td>
</tr>
<tr>
<td>4.2.5.</td>
<td>Availability of remote access to e-resources of the library
Yes/No</td>
<td>1</td>
</tr>
</table>

Q_nM	Data Requirements • E-resource • Contact person details • Connectivity Bandwidth available **File Description: (Upload)** • Any Additional Information • Details of remote access to e-resources of the library	
4.2.6 **Q_nM**	***Percentage per day usage of library by teachers and students (current year data)*** 4.2.6.1. Number of teachers and students using library per day over last one year Data Requirement • Upload last page of accession register details • Method of computing per day usage of library • Number of users using library through e-access • Number of physical users accessing library Formula: $\frac{\text{Number of teachers and students using library per day}}{\text{Total number of teachers and students}} \text{X } 100$ **File Description(Upload)** • Any additional information • Details of library usage by teachers and students	**4**

Key Indicator- 4.3 IT Infrastructure (30)

Metric No.		Weightage
4.3.1. **Q_lM**	***Institution frequently updates its IT facilities including Wi-Fi*** Describe IT facilities including Wi-Fi with date and nature of updation within a maximum of 500 words **File Description** • Upload any additional information • Paste link for additional information	**10**
4.3.2	***Student – Computer ratio (current year data)***	

. **Q_nM**	Number of students : Number of Computers Data Requirements: • Number of computers in working condition • Total Number of students **File Description** • Upload any additional information • Student – computer ratio	**10**
4.3.3. **Q_nM**	***Available bandwidth of internet connection in the Institution (Leased line)*** Options: A. >=50 MBPS B. 35-50 MBPS C. 20-35 MBPS D. 5-20 MBPS E. < 5 MBPS **Opt one** Data Requirement: • Available internet bandwidth **File Description** • Upload any additional Information • Details of available bandwidth of internet connection in the Institution	**9**
4.3.4. **Q_nM**	***Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)*** ***(Yes /No)*** Data Requirements: (As per Data Template in Section B) • Upload the names of the e-content development facilities **File Description** • Upload any additional information • Links of photographs • Facilities for e-content development such as Media Centre, Recording facility, LCS (Data Templates)	**1**

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 expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years(INR in Lakhs)

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 Requirement year wise: (As per Data Template in Section B)

- Non salary expenditure incurred
- Expenditure incurred on maintenance of campus infrastructure

Formula:

$$\text{Percentage per year} = \frac{\text{Expenditure on maintenance of physical and academic support facilities excluding salary component}}{\text{Total expenditure excluding salary component}} \text{X100}$$

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

File Description:

- Upload any additional information
- Audited statements of accounts.
- Details about assigned budget and expenditure on physical facilities and academic facilities (Data Templates)

</td><td>10</td></tr>
<tr><td>4.4.2.</td><td>

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports

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

Q_IM	***complex, computers, classrooms etc.*** Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the website within a maximum of 1000 words **File Description:** • Upload any additional information • Paste link for additional information	

Criterion 5- Student Support and Progression (130)

Key Indicator- 5.1 Student Support (50)

Metric No.		Weightage
5.1.1 Q_nM	***Average percentage of students benefited by scholarships and freeships provided by the Government during last five years*** 5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year wise during last five years **Year** | | | | | | **Number** | | | | | | Data Requirement year wise: (As per Data Template in Section B) • Name of the Scheme • Number of students benefiting Formula: Percentage per year = $\frac{\text{Number of students benefited by scholarships and freeships by government}}{\text{Number of students}} \text{X } \mathbf{100}$ $Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$	**12**

	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 freeships provided by the Government during the last five years (Data Template)	
5.1.2. **Q_nM**	***Average percentage of students benefitted by scholarships, freeships etc. provided by the institution besides government schemes during the last five years*** 4.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year wise during last five years	**12**

Year					
Number					

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

- Name of the Scheme with contact information
- Number of students benefiting

Formula:

Percentage per year **=**

$$\frac{\text{Total Number of students benefited by scholarships and freeships besides government}}{\text{Number of students}} \text{ X } \mathbf{100}$$

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

File Description:

- Upload any additional information
- Number of students benefited by scholarships and freeships besides government schemes in last 5 years (Date Template)

<table>
<tr><td></td><td></td><td></td></tr>
<tr><td>5.1.3.

Q_nM</td><td>Number of capability enhancement and development schemes
1. Guidance for competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Options:
A. 7 or more of the above
B. Any 6 of the above
C. Any 5 of the above Opt one
D. Any 4 of the above
E. $\leq$ 3 of the above

Data Requirement: (As per Data Template in Section B)
• Name of the capability enhancement scheme
• Year of implementation
• Number of students enrolled
• Name of the agencies involved with contact details

File Description (Upload)
• Link to Institutional website
• Any additional information
• Details of capability enhancement and development schemes (Data Template)</td><td>10</td></tr>
<tr><td>5.1.4.

Q_nM</td><td>Average percentage of student benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

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

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Data Requirement for last five years:(As per Data Template in Section B)
• Name of the schemee</td><td>10</td></tr>
</table>

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

- Number of students who have passed in the competitive exam
- Number of students placed

Formula

$$\text{Percentage per year} = \frac{\text{Number of students benefited by guidance for competitive examinations and career counselling offered by the institution}}{\text{Number of students}} \times 100$$

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

File Description (Upload)

- Any additional information
- Number of students benefited by guidance for competitive examinations and career counselling during the last five years (Data Template)

</td><td></td></tr>
<tr><td>**5.1.5.**

Q_nM</td><td>

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

5.1.5.1. Number of students attending VET year wise during last five years

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

Data requirement: (As per Data Template in Section B)

- Number of students enrolled
- Number of students successfully completed

Formula :

$$\text{Percentage per year} = \frac{\text{Total number of students attending VET}}{\text{Total number of students}} \times 100$$

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

File Description:

- Details of the students benefitted by VET
- Any additional Information

</td><td>**5**</td></tr>
<tr><td>**5.1.6.**

Q_nM</td><td>

The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

(Yes/ No)

</td><td>**1**</td></tr>
</table>

	Documents Requirement: (As per Data Template in Section B) Upload the minutes of the meetings of student redressal committee, prevention of sexual harassment committee and anti- ragging committee **File Description (Upload)** • Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee • Upload any additional information • Details of student grievances including sexual harassment and ragging cases (Data Template)	

Key Indicator- 5.2 Student Progression (45)

Metric No.		**Weightage**
5.2.1 **Q_nM**	***Average percentage of placement of outgoing students during the last five years*** 5.2.1.1: Number of outgoing students placed year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data requirement for last five years (As per Data Template in Section B) • Name of the employer with contact details • Number of students placed Formula: Percentage per year = $\frac{\text{Number of outgoing students placed}}{\text{Number of outgoing students}} \text{X } \mathbf{100}$ $Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$ **File Description (Upload)** • Self attested list of students placed	**20**

<table>
<tr><td></td><td>• Upload any additional information
• Details of student placement during the last five years (Data Template)</td><td></td></tr>
<tr><td>5.2.2.

Q_nM</td><td>Percentage of student progression to higher education (previous graduating batch) (current year data)

5.2.2.1. Number of outgoing student progression to higher education

Data Requirement: (As per Data Template in Section B)
Number of students proceeding from
• UG to PG:
• PG to MPhil:
• PG to PhD:
• MPhil to PhD:
• PhD to Post doctoral:

Formula:
$$\text{Percentage per year} = \frac{\text{Number of Outgoing students progressing to higher education}}{\text{Total number of final year students}} \text{X}100$$

File Description (Upload)
• Upload supporting data for student/alumni
• Any additional information
• Details of student progression to higher education (Data Template)</td><td>20</td></tr>
<tr><td>5.2.3.

Q_nM</td><td>Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table>
5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: NET/ SLET/ GATE/</td><td>5</td></tr>
</table>

GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

Year					
Number					

Data Requirement for last five years: (As per Data Template in Section B)
Number of students selected to

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

Formula:

Percentage per year **=**

$$\frac{\text{Number of students qualifying in state,national,international level exams}}{\text{Number of students appeared for the state, national, International level exams}} \text{X } \mathbf{100}$$

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

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)

Key Indicator- 5.3 Student Participation and Activities (25)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>5.3.1

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

5.3.1.1: Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) 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 in Section B)
• Name of the award/ medal
• National/ International
• Sports/ Culture

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 national/international level during the last five year (Data Template)</td><td>15</td></tr>
<tr><td>5.3.2

Q_lM</td><td>Presence of an active Student council & representation of students on academic & administrative bodies/ committees of the Institution
Describe the Student Council activity and students role in academic & administrative bodies within a maximum of 500 words

File Description
• Paste link for additional information
• Upload any additional information</td><td>5</td></tr>
<tr><td>5.3.3</td><td>Average number of sports and cultural</td><td>5</td></tr>
</table>

. Q_nM	***activities/competitions organised at the institution level per year*** 5.3.3.1. Number of sports and cultural activities/competitions organised at the institution level year wise during last five years **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years: (As per Data template in Section B) • Name of the activity Formula: $\frac{\text{Number of sports and cultural activities or competitions organised by the institution during the last 5 years}}{5}$ **File Description** • Report of the event • Upload any additional information • Number of sports and cultural activities / competitions organized per year (Data Template)	

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 non financial means during the last five years*** Describe contribution of alumni association to the institution within a maximum of 500 words **File Description:** • Paste link for additional information • Upload any additional information	**4**

<table>
<tr><td>5.4.2

Q_nM</td><td>Alumni contribution during the last five years (INR in Lakhs)

Options:
A. ≥ 5 Lakhs
B. 4 Lakhs - 5 Lakhs
C. 3 Lakhs - 4 Lakhs
D. 1 Lakhs - 3 Lakhs
E. <1 Lakhs

Opt one

Data Requirement for last five Years (Year wise): (As per data Template in Section B)
• Name of the alumnus/ alumni association
• Quantum of contribution

File Description
• Upload any additional information
• Alumni association audited statements (Data Template)</td><td>4</td></tr>
<tr><td>5.4.3

Q_nM</td><td>Number of Alumni Association / Chapters meetings held during last five years

5.4.3.1. Number of Alumni Association / Chapters meetings held year wise during last five years

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Data Requirement for last 5 years : (As per Data Template in Section B)
• Number of alumni association meetings
• Dates of meetings
File Description (upload)
• Report of the event
• Upload any additional information
• Number of Alumni Association / Chapters meetings conducted during the last five years (Data Template)</td><td>2</td></tr>
</table>

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 governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution*** Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers in the decision making bodies of the institution within a maximum of 500 words **File Description** • Paste link for additional information • Upload any additional information	5
6.1.2 Q_lM	***The institution practices decentralization and participative management*** Describe a case study showing decentralization and participative management in the institution in practice within a maximum of 500 words **File Description** • Paste link for additional information • Upload any additional information	5

Key Indicator- 6.2 Strategy Development and Deployment (10)

Metric No.		Weightage
6.2.1 Q_lM	***Perspective/Strategic plan and Deployment documents are available in the institution*** Describe one activity successfully implemented based on the strategic plan within a maximum of 500 words **File Description** • Strategic Plan and deployment documents on the	2

	website • Paste link for additional information • Upload any additional information	
6.2.2 **Q_lM**	***Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism*** Describe the Organogram of the Institution within a maximum 500 words **File Description** • Paste link for additional information • Link to Organogram of the Institution webpage • Upload any additional information	**2**
6.2.3. **Q_nM**	***Implementation of e-governance in areas of operation*** 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination Options: A. All 5 of the above B. Any 4 of the above C. Any 3 of the above **Opt One** D. Any 2 of the above E. $\leq$1 of the above Data Requirement: (As per Data Template in Section B) • Areas of e-governance Planning and Development Administration Finance and Accounts Student Admission and Support Examination • Name of the Vendor with contact details • Year of implementation **File Description (Upload)** • Enterprise Resource Planning Document • Screen shots of user interfaces • Any additional information • Details of implementation of e-governance in areas of operation Planning and Development, Administration etc (Data Template)	**4**
6.2.4	***Effectiveness of various bodies/cells/committees is evident through minutes of meetings and***	**2**

Q_lM	***implementation of their resolutions*** Describe one activity successfully implemented based on the Minutes of the meetings of various Bodies/ Cells and Committees within a maximum of 500 words **File Description** • Paste link for additional information • Upload any additional information	

Key Indicator- 6.3 Faculty Empowerment Strategies (30)

Metric No.		Weightage
6.3.1 Q_lM	***The institution has effective welfare measures for teaching and non-teaching staff*** Provide the list of existing welfare measures for teaching and non-teaching staff within a maximum of 500 words **File Description** • Paste link for additional information • Upload any additional information	**9**
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 Requirement for last five years: (As per Data Template in Section B) • Name of the teacher • Name of conference/ workshop attended for which financial support provided • Name of the professional body for which	**6**

membership fee is 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
- Details of teachers provided with financial support to attend conference, workshops etc during the last five years (Data Template)

6.3.3 — **5**

Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Q_nM

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

- Title of the professional development Programme organised for teaching staff
- Title of the administrative raining Programme organised for 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 ASC or other relevant centres).
- Reports of Academic Staff College or similar centers
- Upload any additional information
- Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)

6.3.4

Q_nM

Average percentage of teachers attending professional development Programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the last five years

5

6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during the last five years

Years					
Number					

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

- Number of teachers
- Title of the Programme
- Duration (From –to)

Formula:

$$\text{Percentage per year} = \frac{\text{Total Number of teaching staff attending such Programmes}}{\text{Number of full time teachers}} \times 100$$

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

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)	
6.3.5 **Q_lM**	***Institution has Performance Appraisal System for teaching and non-teaching staff*** Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 500 words **File Description** • Paste link for additional information • Upload any additional information	**5**

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

Metric No.		Weightage
6.4.1 **Q_lM**	***Institution conducts internal and external financial audits regularly*** 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** • Paste link for additional information • Upload any additional information	**4**
6.4.2 **Q_nM**	***Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)*** ***(INR in Crores)*** 6.4.2.1: Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in crores) **Year** | | | | | | **INR in crores** | | | | | |	**8**

	Data Requirement for last five years (As per Data Template in Section B) • Name of the non government funding agencies/ individuals • Funds / Grants received **File Description** • Annual statements of accounts • Any additional information • Details of Funds / Grants received from non-government bodies during the last five years (Data Template)	
6.4.3 **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** • Paste link for additional information • Upload any additional information	**8**

Key Indicator- 6.5 Internal Quality Assurance System (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*** Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words **File Description** • Paste link for additional information • Upload any additional information	**8**
6.5.2 **Q_lM**	***The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms*** Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each	**8**

<table>
<tr><td></td><td>File Description
• Paste link for additional information
• Upload any additional information</td><td></td></tr>
<tr><td>6.5.3

Q_nM</td><td>Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year wise for 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 in Section B)
• Name of quality initiatives by IQAC
• Duration (From _to_)
• Number of participants

File Description:
• Upload any additional information
• IQAC link
• Number of quality initiatives by IQAC per year for promoting quality culture (Data Template)</td><td>3</td></tr>
<tr><td>6.5.4

Q_nM</td><td>Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to AAA; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit
Options:
A. Any 4 of the above
B. Any 3 of the above
C. Any 2 of the above Opt one
D. Any 1 of the above
E. None of the above

Data Requirement for last five years:(As per Data Template in Section B)</td><td>6</td></tr>
</table>

	Quality initiatives • AQARs prepared/ submitted • Academic Administrative Audit (AAA) and initiation of follow up action • Participation in NIRF • ISO Certification • NBA or any other certification received **File Description** • Paste web link of Annual reports of Institution • Upload e-copies of the accreditations and certifications • Upload any additional information • Upload details of Quality assurance initiatives of the institution (Data Template)	
6.5.5 **Q_lM**	***Incremental improvements made for the preceding five years*** *(in case of first cycle)* ***Post accreditation quality initiatives****(second and subsequent cycles)* Describe quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years within a maximum of 500 words each **File Description** • Paste link for additional information • Upload any additional information	**5**

Criterion 7- Institution Values and Best Practices (100)

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

Metric No.		Weightage
	Gender Equality (10)	
7.1.1 **Q_nM**	***Number of gender equity promotion Programmes organized by the institution during the last five years*** 7.1.1.1. Number of gender equity promotion Programmes organized by the institution year wise during the last five years	**5**

<table>
<tr><td></td><td>
<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 in Section B)
• Title of the Programme
• Duration (From-to)
• Number of participants
File Description (Upload)
• Report of the event
• Upload any additional information
• List of gender equity promotion Programmes organized by the institution (Data Template)
</td><td></td></tr>
<tr><td>7.1.2

Q_lM</td><td>Institution shows gender sensitivity in providing facilities such as:
a) Safety and Security
b) Counselling
c) Common Room
Describe gender equity initiatives undertaken by the Institution on the specified areas within a maximum of 500 words each
File Description
• Upload any additional information
• Paste link for additional information</td><td>5</td></tr>
<tr><td></td><td>Environmental Consciousness and Sustainability (10)</td><td></td></tr>
<tr><td>7.1.3

Q_nM</td><td><u>Alternate Energy initiatives such as:</u>
Percentage of annual power requirement of the Institution met by the renewable energy sources (current year data)

7.1.3.1: Annual power requirement met by renewable energy sources (in KWH)

Data Requirements: (As per Data Template in Section B)
• Power requirement met by renewable energy sources
• Total power requirement

Formula:</td><td>1</td></tr>
</table>

	$$\frac{\text{Annual Power requirement met by renewable energy sources}}{\textit{Annual}\text{ power requirement}} \text{X } 100$$ **File Description** • Upload any additional information • Upload details of power requirement of the institution met by renewable energy sources (Data Template)	
7.1.4 **Q_nM**	***Percentage of annual lighting power requirements met through LED bulbs (Current year data)*** 7.1.4.1: Annual lighting power requirement met through LED bulbs (__in KWH) Data Requirements: (As per Data Template in Section B) • Lighting power requirement met through LED bulbs • Total lighting power requirements Formula: $$\frac{\text{Annual Lighting power requirement met through LED bulbs}}{\text{Annual lighting power requirement}} \text{X100}$$ **File Description** • Upload any additional Information • Upload details of lighting power requirement met through LED bulbs (Data Template)	**1**
7.1.5 **Q_lM**	***Waste Management steps including:*** • Solid waste management • Liquid waste management • E-waste management Describe efforts towards waste management on campus within a maximum of 500 words each **File Description** • Upload any additional information • Paste link for additional information	**3**
7.1.6. **Q_lM**	***Rain water harvesting structures and utilization in the campus*** Describe efforts towards rain water harvesting on the campus within a maximum 500 words **File Description** • Upload any additional information	**1**

	• Paste link for additional information	
7.1.7. **Q_lM**	***Green Practices*** • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants Describe efforts towards green practices on the campus within a maximum of 500 words **File Description** • Upload any additional information • Paste link for additional information	**2**
7.1.8 **Q_nM**	***Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)*** 7.1.8.1:Total expenditure on green initiatives and waste management excluding salary component year wise during the last five years (INR in Lakhs) **Year** | | | | | | **INR in lakhs** | | | | | | Data Requirements for last five years: (As per Data Template in Section B) • Expenditure on green initiatives and waste management excluding salary component • Annual expenditure excluding salary component of the institution Formula: Percentage per year = $\frac{\text{Total Expenditure on green initiatives and waste management excluding salary component}}{\text{Annual expenditure excluding salary component of the institution}} \times 100$	**2**

	Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ **File Description (Upload)** • Any additional information • Green audit report • Details of expenditure on green initiatives and waste management during the last five years (Data Template)	
	Differently abled (Divyangjan) friendliness (10)	
7.1.9 **Q_nM**	***Resources available in the institution:*** 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) **Options:** A. 7 and more of the above B. At least 6 of the above C. At least 4 of the above **Opt one** D. At least 2 of the above E. None of the above Data Requirement: (As per Data Template in Section B) • Physical facilities • Provision for lift • Ramp/Rails • Braille Software • Facilities • Rest Rooms • Scribes for examination • Special skill development for differently abled students • Any other similar facility **File Description** • Upload any additional information • Link to photos and videos of facilities for Divyangjan • Upload resources available in the institution for Divyangjan (Data Template)	**10**

<table>
<tr><td></td><td>Inclusion and Situatedness (10)</td><td></td></tr>
<tr><td>7.1.10

Q_nM</td><td>Number of Specific initiatives to address locational advantages and disadvantages during the last five years

7.1.10.1. Number of Specific initiatives to address locational advantages and disadvantages 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 in Section B)
➢ Number of initiatives to address locational advantages and disadvantages

File Description
• Upload any additional information
• Number of Specific initiatives to address locational advantages and disadvantages (Data Template)</td><td>5</td></tr>
<tr><td>7.1.11

Q_nM</td><td>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community during 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 in Section B)
➢ Number of initiatives taken to engage with and contribute to local community

File Description
• Upload any additional information
• Upload the report of the event
• Details of initiatives taken to engage with local community during the last five years (Data Template)</td><td>5</td></tr>
</table>

	Human Values and Professional Ethics (10)	
7.1.12 **Q_nM**	***Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff*** ***(Yes/ No)*** **File Description** • Upload any additional Information • URL to handbook on code of conduct for students and teachers, manuals and brochures on human values and professional ethics	**1**
7.1.13 **Q_nM**	***Display of core values in the institution and on its website*** ***(Yes/ No)*** **File Description** • Any additional Information • Provide URL of website that displays core values	**1**
7.1.14 **Q_nM**	***The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations*** ***(Yes/ No)*** **File Description** • Upload any additional Information • Details of activities organized to increase consciousness about national identities and symbols (Data Template)	**1**
7.1.15 **Q_nM**	***The institution offers a course on Human Values and professional ethics*** ***(Yes/ No)*** **File Description** • Upload any additional information • Provide link to Courses on Human Values and professional ethics on Institutional website	**1**
7.1.16 **Q_nM**	***The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions*** ***(Yes/ No)*** **File Description**	**1**

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

- Upload any additional information
- Provide URL of supporting documents to prove institution functions as per professional code

</td><td></td></tr>
<tr><td>

7.1.17

Q_nM

</td><td>

Number of activities conducted for promotion of universal values(Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1: Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties 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 in Section B)

- Title of the Programme/Activity
- Duration (From-to)
- Number of participants

Documents: Upload the following documents

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

File Description

- Upload any additional information
- List of activities conducted for promotion of universal value (Data Template)
-

</td><td>

2

</td></tr>
<tr><td>

7.1.18

Q_lM

</td><td>

Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Describe efforts of the Institution in organizing national festivals and birth / death anniversaries of the great Indian personalities within a maximum of 500 words

</td><td>

1

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

7.1.19 **Q_lM**	***The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions*** Describe efforts of the Institution towards maintenance of complete transparency in its financial, academic, administrative and auxiliary functions within a maximum of 500 words	**2**

Key Indicator- 7.2 Best Practices (30)

Metric No.		Weightage
7.2.1 **Q_lM**	***Describe at least two institutional best practices (as per AAA format given in next page)*** Describe two best practices successfully implemented by the institution as per AAA format **File Description** • Link for any additional information • Upload any additional information	**30**

Key Indicator- 7.3 Institutional Distinctiveness (20)

Metric No.		Weightage
7.3.1 **Q_lM**	***Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust*** Describe the institutional performance in one area distinctive to its vision, priority and thrust within a maximum of 1000 words **File Description** • Link for additional information • Upload any additional information	**20**

Format for Presentation of Best Practices

1. **Title of the Practice**
   This title should capture the keywords that describe the practice.

2. **Objectives of the Practice**
   What are the objectives / intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice (in about 100 words)?

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

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

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

6. **Problems Encountered and Resources Required**
   Please identify the problems encountered and resources required to implement the practice (in about 150 words).

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

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

5. Data Templates / Documents

(Quantitative Metrics)

The online formats (Templates) for submitting data with respect to Quantitative Metrics (Q_nM) are given in consecutive pages.

Kindly Note:
For each Quantitative Metric the kinds of data to be uploaded are indicated in tabular form and/ or documents required are listed.

- Documents such as minutes of meeting, decisions, statements of accounts, award letters, letters of appointments, etc., need to be uploaded as required; wherever these are in bulk, hyperlinks to the appropriate website be given.

- There could be some variation in the metrics from the QIF; this is due to rendering it to the IT format for online submission.

Data Templates/ Documents - Quantitative Metrics (Q_nM)

Criterion I Curricular Aspects (100)

Key Indicator - 1.1 Curricular Planning and Implementation (20)

1.1.2 Number of certificate/diploma programs introduced during the last five years (5)

Program Code	Program name	Name of the Certificate/diploid introduced in last 5 years	Year of introduction	Link of the relevant document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years. (5)

Year	Number of teachers participated	Name of the body in which full time teacher participated

Key Indicator - 1.2 Academic Flexibility (30)

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years (10)

Name of the new course introduced in the last 5 years	Program name	Program code	Course code	Year of introduction	Year of introduction	Link of the relevant document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma /Add-on programs as against the total number of students during the last five years (10)		
Year	**Total number of students enrolled in certificate or diploma or Add-on programs**	**link of the relevant document**

Key Indicator - 1.3 Curriculum Enrichment (30)						
1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years (15)						
Year -1						
Name of the value added courses (with 30 or more contact hours)offered during last five years	Course Code	Year of offering	No. of times offered during the same year	Year of discontinuation	Number of students enrolled in the year	Number of Students completing the course in the year
Year -2						
Name of the value added courses (with 30 or more contact hours)offered during last five years	Course Code	Year of offering	No. of times offered during the same year	Year of discontinuation	Number of students enrolled in the year	Number of Students completing the course in the year

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/elective course system has been implemented (Current year Data) (10)						
Name of all programs	**Whether adopting CBCS course system(yes/no)**	**Whether adopting clective course system(yes/no)**	**Programme Code**	**Year of implementation of CBCS / elective course system**		**Link of the relevant document**

Year -3						
Name of the value added courses (with 30 or more contact hours)offered during last five years	Course Code	Year of offering	No. of times offered during the same year	Year of discontinuation	Number of students enrolled in the year	Number of Students completing the course in the year
Year -4						
Name of the value added courses (with 30 or more contact hours)offered during last five years	Course Code	Year of offering	No. of times offered during the same year	Year of discontinuation	Number of students enrolled in the year	Number of Students completing the course in the year
Year -5						
Name of the value added courses (with 30 or more contact hours)offered during last five years	Course Code	Year of offering	No. of times offered during the same year	Year of discontinuation	Number of students enrolled in the year	Number of Students completing the course in the year

1.3.3 Percentage of students undertaking field projects / internships (5) (current year data)			
Programme name	**Program Code**	**No. of students undertaking field projects / internships**	**Link of the relevant document**

1.4 Feedback System (20) 1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni, 5) Parents, for design and review of syllabus Semester wise / year wise Options: A. Any 4 of above B. Any 3 of above C. Any 2 of above D. Any 1 of above E. None of the above (10)
1.4.2 Feedback processes of the institution may be classified as follows: (10) A. Feedback collected, analysed and action taken and feedback available on website B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected
URL for feedback collection and analysis reports
Documents: **Stakeholder feedback report, Action taken report of the HEI on it as minuted by the Governing Council, Board of Management**

Criterion II Teaching-Learning and Evaluation (350)			
Key Indicator - 2.1 Student Enrolment and Profile (30)			
2.1.1 Average percentage of students from other States and Countries during the last five years (10)			
Year -1			
Year of enrolment	**Number of students enrolled from other states**	**Number of students enrolled from other countries**	**Link of the relevant document**
Documents: **List of students from other states and countries**			
Year-2			
Year of enrolment	**Number of students enrolled from other states**	**Number of students enrolled from other countries**	**Link of the relevant document**
Year-3			
Year of enrolment	**Number of students enrolled from other states**	**Number of students enrolled from other countries**	**Link of the relevant document**
Year-4			
Year of enrolment	**Number of students enrolled from other states**	**Number of students enrolled from other countries**	**Link of the relevant document**
Year-5			

Year of enrolment	Number of students enrolled from other states	Number of students enrolled from other countries	Link of the relevant document

2.1.2 Average enrolment Percentage (Average of last five years) (10)

Year - 1			
Program name	**Program Code**	**Number of seats sanctioned**	**Number of students admitted**
Year - 2			
Program name	**Program Code**	**Number of seats sanctioned**	**Number of students admitted**
Year - 3			
Program name	**Program Code**	**Number of seats sanctioned**	**Number of students admitted**
Year - 4			
Program name	**Program Code**	**Number of seats sanctioned**	**Number of students admitted**
Year - 5			
Program name	**Program Code**	**Number of seats sanctioned**	**Number of students admitted**

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

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

Documents: **List of Students**

Key Indicator - 2.2 Catering to Student Diversity (50)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls (10) (current year)						
Name of the student enrolled under Differently abled Category	Gender	UDID Card Number	Type of Disability	Percentage of Disability	Program enrolled	Year of Enrolment

Key Indicator - 2.3 Teaching - Learning Process (50)

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (10)

Number of teachers using ICT (LMS, e-Resources)	**Number of teachers on roll**	**ICT tools and resources available**	**Number of ICT enabled classrooms**	**Number of smart classrooms**	**E-resources and techniques used**
Documents: **List of teachers**					

Key Indicator - 2.4 Teacher Profile and Quality (80)

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years (15) & for
2.4.3 Average teaching experience of full time teachers in number of years (10)

Name of the full time teacher	**PAN**	**Designation**	**No. of sanctioned posts**	**Year of appointment**	**Total years of Experience**

Documents: **Position sanction letters, competent authority.** **Upload appointment letters of faculty during last five years.**

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years (20) & for 3.1.2 Percentage of teachers recognized as research guides at present (3) (Current Year)				
Number of full time teachers with PhD	**Year of obtaining PhD**	**Is the teacher still serving the institution/If not last year of the service of Faculty to the Institution**	**Whether recognised as research Guide for Ph.D**	**Year of Recognition as Research Guide**

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognized bodies during the last five years (15) & for 3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards (1)						
Name of 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 recognized bodies**	**Incentives given by the HEI in recognition of the award**	**Link for relevant documents**

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years (20)		
Year of Appointment	**Name of full time teacher from other state**	**State from which qualifying degree was obtained**

Key Indicator - 2.6 Student Performance and Learning Outcomes (40)			
2.6.3 Average pass percentage of students (Current year data) (20)			
Program code	**Program name**	**Number of students appeared in the final year examination**	**Number of students passed in final year examination**

2.7 Student Satisfaction Survey (50)									
2.7.1 Online student satisfaction survey regard to teaching learning process (all currently enrolled students). (Online survey to be conducted and details of the students in the format mentioned below should be uploaded). (50)									
Name of the student	**Gender**	**Category**	**State of Domicile**	**Nationality if other than Indian**	**Email ID**	**Program name**	**Unique Enrolment ID**	**Mobile Number**	**Year of joining**

Criterion III – Research, Innovations and Extension (120)							
Key Indicator - 3.1 Resource Mobilization for Research (10)							
3.1.1 Grants for research projects sponsored by the government/ non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (3) 3.1.3 Average Number of research projects per teacher funded by government and non-government agencies during the last five years (For UG Colleges weightage of this metric will be 7) (4)							
Name of the Project/ Endowments, Chairs	**Name of the Principal Investigator/Co-investigator**	**Department of Principal Investigator**	**Year of Award**	**Amount Sanctioned**	**Duration of the project**	**Name of the Funding Agency**	**Type (Government/non-Government)**

Documents:
E-Copies of the grant award letters for research projects sponsored by non-government agencies. E-Copies of the grant award letters for research projects sponsored by government.

Key Indicator - 3.2 Innovation Ecosystem (10)

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

Year	Name of the workshop/ seminar	Date From – To	Link to the Activity report on the website	Date of establishment of IPR cell

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years (8)

Title of paper	Name of the author/s	Department of the teacher	Name of journal	Year of publication	ISBN/ISSN number	Link of the recognition in UGC enlistment of the Journal

Key Indicator - 3.3 Research Publications and Awards (20)		
3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research (1)		
Provide upload the URL having code of ethics	**Whether Colleges have been provided access to plagiarism detecting software (Yes/No)**	**Mechanism for detecting plagiarism**

3.3.3 Number of Ph.D.s awarded per teacher during the last five years (Not Applicable to UG colleges) (4)					
Name of the PhD scholar	**Name of the Department**	**Name of the guide/s**	**Title of the thesis**	**Year of registration of the scholar**	**Year of award of PhD**

3.3.5 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years (6)											
Sl. No.	**Name of the teacher**	**Title of the book/chapters published**	**Title of the paper**	**Title of the proceedings of the conference**	**Name of the conference**	**National / international**	**Year of publication**	**ISBN/ISSN number of the proceeding**	**Affiliating Institute at the time of publication**	**Name of the publisher**	**Relevant link**

Key Indicator - 3.4 Extension Activities (60)			
3.4.2 Number of awards and recognition received for extension activities from Government /recognized bodies during the last five years (5)			
Name of the activity	**Name of the Award/ recognition**	**Name of the Awarding government/ recognized bodies**	**Year of award**
Documents: **E-copy of the award letters**			

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organizations through NSS/NCC/Red cross/YRC etc., during the last five years (15)				
Name of the activity	**Organizing unit/ agency/ collaborating agency**	**Year of the activity**	**Number of teachers participated in such activities**	**Number of students participated in such activities**

3.4.4 Average percentage of students participating in extension activities with Government Organizations, Non-Government Organizations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years (20)				
Name of the activity	**Organizing unit/ agency/ collaborating agency**	**Name of the scheme**	**Year of the activity**	**Number of students participated in such activities**

Key Indicator - 3.5 Collaboration (20)						
3.5.1 Number of linkages for faculty exchange, students exchange, internship, field trip, on-the-job training, research, etc during the last five years. (10)						
Sl. No.	**Title of the linkage**	**Name of the partnering institution/ industry /research lab with contact details**	**Year of commencement**	**Duration (From-To)**	**Nature of linkage**	**Link of relevant document**

3.5.2 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered) (10)						
Organization with which MoU is signed	**Name of the institution/ industry/ corporate house**	**Year of signing MoU**	**Duration**	**List the actual activities under each MoU year wise**	**Number of students/teachers participated under MoUs**	**Link of relevant document**

Criterion IV – Infrastructure and Learning Resources (100)	
Key Indicator - 4.1 Physical Facilities (30)	
4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc. (10)	
Room number or Name of classrooms/Seminar Hall with LCD / wifi/LAN facilities with room numbers	**Type of ICT facility**
4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years (10)	
Budget allocated for infrastructure augmentation	**Year of allocation**

Key Indicator - 4.2 Library as a Learning Resource (20)
4.2.3 Does the institution have the following: (3) 1. e – journals 2. e-Shodh Sindhu 3. Shodhganga membership 4. e-books 5. Databa ses Options: A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above

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

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (5)			
Expenditure on the purchase of books (INR in lakhs)	**Expenditure on the purchase of journals (INR in lakhs)**	**Year of expenditure**	**Expenditure on subscription to e-journals and other e-resources (INR in lakhs)**

Key Indicator - 4.3 IT Infrastructure (30)	
4.3.4 Facilities for e-content development such as Media centre, Recording facility, Lecture Capturing System (LCS) (1)	
Name of the e-content development facilities	**Provide link to videos of the media centre and recording facility**

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

Criterion V - Student Support and Progression (130)

Key Indicator - 5.1 Student Support (50)

5.1.1 Average percentage of students benefited by scholarships and free ships provided by the Government during the last five years (12)

5.1.2 Average percentage of students benefited by scholarships, free ships, etc. provided by the institution besides government schemes during the last five years (12)

Year	Name of the scheme	Number of students benefited by government scheme	Number of students benefited by institution's schemes

Documents: **Upload sanction letter**

5.1.3 Number of capability enhancement and development schemes –

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

Options:

A. 7 or more of the above
B. Any 6 of the above
C. Any 5 of the above
D. Any 4 of the above
E. Any 3 of the above **Opt One** (10)

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

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

Year	**Name of the scheme**	**Number of students benefited/attended / participated by Career Counseling / competitive exams activities**

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

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases (1)			
Year	**No. of grievances appealed**	**No. of grievances redressed**	**Average time for grievance redressal in number of days**

Key Indicator - 5.2 Student Progression (45)				
5.2.1 Average percentage of placement of outgoing students during the last five years (20)				
Year	**Number of students placed**	**Name of the employer with contact details**	**Package received**	**Program graduated from**

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

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

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

Year	Registration number/roll number for the exam	Number of students selected/ qualifying											
		NET	SLET	GATE	GMAT	CAT	GRE	JAM	IELET	TOEFL	Other equivalent examination	Civil services	State government examinations

Key Indicator - 5.3 Student Participation and Activities (25)

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

Year	Name of the award/ medal	National/ International	Sports/ Cultural	AADHAR / Student ID number	Name of the student

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

Year	Name of the activity

Key Indicator - 5.4 Alumni Engagement (10)				
5.4.2 Alumni contribution during the last five years Options: A. ≥ 5 Lakhs B. 4 Lakhs - 5 Lakhs C. 3 Lakhs - 4 Lakhs D. 1 Lakh - 3 Lakhs E. <1 Lakh (4)				
Name of the alumnus/ alumni association	**AADHAR / PAN**	**Year of graduation**	**Year of contribution**	**Quantum of contribution**

Criterion VI – Governance, Leadership and Management (100)

Key Indicator - 6.2 Strategy Development and Deployment (10)

6.2.3 Implementation of e-governance in areas of operation

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

on Options:

A. All 5 of the above
B. Any 4 of the above
C. Any 3 of the above
D. Any 2 of the above
E. Any 1 of the above **Opt one** (4)

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

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

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

Key Indicator - 6.3 Faculty Empowerment Strategies (30)				
6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years (6)				
Year	**Name of teacher**	**Name of conference/ workshop attended for which financial support provided**	**Name of the professional body for which membership fee is provided**	**Amount of support**

6.3.3 Average number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff during the last five years. (5)					
Year	**Sl. No**	**Title of the professional development program organized for teaching staff**	**Title of the administrative training program organized for non-teaching staff**	**Dates (from-to)**	**No of participants**

6.3.4 Average percentage of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, and Faculty Development Programs during the last five years. (5)			
Year	**Number of teachers who attended**	**Title of the professional development program**	**Date and Duration (from – to)**

Key Indicator - 6.4 Financial Management and Resource Mobilization (20)			
6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III) (8)			
Year	**Name of the non government funding agencies/ individuals**	**Funds/ Grants received in Rs.**	**Initiative**

Key Indicator - 6.5 Internal Quality Assurance System (30)				
6.5.3 Average number of quality initiatives by IQAC per year for promoting quality culture (3)				
Year	**Name of quality initiative by IQAC**	**Date of conducting activity**	**Duration (from – to)**	**Number of participants**

6.5.4 Quality assurance initiatives of the institution include:
1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to AAA; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit Options:
6. Any 4 of the above
7. Any 3 of the above
C. Any 2 of the above
D. Any 1 of the above
E. None of the above (6)

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

Criterion VII – Institutional Values and Best Practices (100)

7.1 Institutional Values and Social Responsibilities (50)

7.1.1. Number of gender equity promotion programs organized by the institution during the last five years (5)

Year	Title of the program	Date and Duration (from-to)	Number of participants

7.1.3 Environmental Consciousness and Sustainability (10)

Alternate Energy initiatives such as:
Percentage of annual power requirement of the Institution met by the renewable energy sources (1)

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs (1)		
Total Lighting requirements	**Percentage Lighting through LED bulbs**	**Percentage Lighting through other sources**

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years (2)	
Year	**Expenditure on green initiatives and waste management excluding salary component (INR in Lakhs)**

7.1.9 Differently abled (Divyangjan) friendliness (10)

Resources available in the institution
1) Physical facilities
2) Provision for lift
3) Ramp / Rails
4) Braille Software/facilities
5) Rest Rooms designated
6) Scribes for examination
7) Special skill development for differently abled students
8) Any other similar facility
(Specify) Options:
A. 7 and more of the above
B. At least 6 of the above
C. At least 4 of the above
D. At least 2 of the above None of the above

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

Inclusion and Situatedness (10)						
7.1.10Number of specific initiatives to address locational advantages and disadvantages during the last five years (5)						
7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere) (5)						
Year	**Number of initiatives to address locational advantages &disadvantages**	**Number of initiatives taken to engage with and contribute to local community**	**Date and duration of the initiative**	**Name of the initiative**	**Issues addressed**	**Number of participating students**
Human Values and Professional Ethics (10)						

7.1.12 Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff (1)
Provide/Upload URL stating code of conduct
7.1.13 Display of core values in the institution and on its website (1)
Provide/ upload URL
7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations (1)

Year	**Sl. No.**	**Title of the program/Activity**	**Duration (from-to)**	**Number of participants**	**Provide/upload supporting documents**

7.1.15 The institution offers a course on Human Values and professional ethics (1)
Provide/upload supporting documents
7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions (1)
Provide/upload supporting documents
7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years Provide year-wise list of activities and upload videos/photographs (2)

Year	**Title of the program/Activity**	**Duration (from-to)**	**Number of participants**

Declaration by the Head of the Institution

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

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

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

Signature of the Head of the institution

with seal:

Place:
Date:

Section C: Appendices

1. *Glossary & Notes*
2. *Abbreviations*
3. *Essential Metrics for 'Universities*
4. *Essential Metrics for 'Affiliated/Constituent Colleges'*
5. *Essential Metrics for 'Autonomous Colleges'*

Appendix 1: Glossary & Notes

GLOSSARY

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

Curricular Activities		academic achievements, quiz, debate, discussion, seminars, role-play, etc
Collaboration	:	Formal agreement/ understanding between any two or more institutions for training, research, student/ faculty exchange or extension support.
Completion Rates(course/)	:	The ratio of the total number of learners successfully completing a course/ graduating from a programme in a given year to the total number of learners who initially enrolled on the course/programme.
Constituencies	:	All the academic, administrative and support units of the institution.
Counseling	:	Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.
Course	:	A course is a unit of 2 to 6 credits in a formal program. A 3-credit course will have three classroom sessions of one-hour duration during each week for the entire semester. Example: Program: BA Economics; Course: Kerala Economy; Credits: 3:0:1
Course Outcomes (COs)	:	COs are statements that describe what students should be able to do at the end of a course. They can be 6±2 for courses with 2 to 4 credits, and 8±2 for courses with 5 to 6 credits. (examples are given in the "Notes")
Course Outlines	:	List of the course modules, similar to a table of contents in a book or the outline used for writing papers. The outline defines the scope and content of the course.
Course Schedule	:	Details of classes being offered, its time, location, faculty, and its unique number which students must know in order to register. The course schedule is published prior to the commencement of registration for each semester / session.
Credit	:	A credit system is a systematic way of describing an educational programme by attaching credits to its components. University Grants Commission defines one credit as 1 Theory period of one hour per week over a semester 1 Tutorial period of one hour per week over a semester 1 Practical period of two hour per week over a semester
Criteria	:	Pre-determined standards of functioning of an institution of higher education that form the basis of assessment and accreditation as identified / defined by AAA.
Cross Cutting Issues	:	Cross cutting issues refer to the abilities of students to have sufficient disciplinary knowledge, to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn outside school; and have the skills to enter careers of their choice.
Curriculum Design and Development	:	Process of defining the contents of units of study and usually obtained through needs assessment, feedback from stakeholders and expert groups. Curriculum design and curriculum development are procedures which are closely linked to the description of learning outcomes.
Cycles of	:	An institution undergoing the accreditation process by AAA for the first

Accreditation		time is said to be in Cycle 1 and the consecutive five year periods as Cycle 2, 3 and so on.
Dare Database - International Social Sciences Directory	:	Provides access to world wide information on social science, peace, and human rights research and training institutes, social science specialists, and social science periodicals.
Demand Ratio	:	The ratio of the number of seats available in a program/institute to the number of valid applications
Dual degree	:	Pursuing two different university degrees in parallel, either at the same institution or at different institutions (sometimes in different countries), completing them in less time than it would take to earn them separately.
EBSCO host	:	Is an online reference resource with designed to cater to user needs and preferences at every level of research, with over 350 full text and secondary databases available.
Eco system for Innovations	:	Eco system for innovation comprises of material resources (funds, equipment, facilities, etc.) and the human resources (students, faculty, staff, industry representatives, etc.) and linkages among them that make up the institutional entities to promote the development of products and systems that are likely to have significant economic value.
E-learning Resources	:	Learning resources available on Internet
e-PG Pathshala	:	High quality, curriculum-based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistics and languages developed under the initiative of MHRD, under its National Mission on Education through ICT (NMEICT) Mission. http://epgp.inflibnet.ac.in/
e-Shodhganga	:	Shodhganga@INFLIBNET provides a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access.
e-ShodhSindhu	:	e-Shodh Sindhu (https://www.inflibnet.ac.in/ess) provides current as well as archival access to more than 15,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and aggregators to its member institutions including centrally-funded technical institutions.
Elective Courses	:	A choice available to students to select from among a large number of subjects.
Emerging Areas	:	New areas of study and research deemed important to pursue. These areas may have been identified by national agencies or international bodies.
Enrichment Courses	:	Value added courses offered by institution for student empowerment. They enhance the curriculum by amplifying, supplementing and replacing such parts or features as have become ineffective or obsolete.

Evaluation Process and Reforms	:	Assessment of learning, teaching and evaluation process and reforms to increase the efficiency and effectiveness of the system.
Examination Management System	:	Examination management system is a well-defined document or a software application for the planning, administration, documentation, tracking, evaluation of students responses, and announcement of grades/marks obtained by students in all formal learning activities in an educational program
Experiential Learning	:	Is a process of learning through experience and is more specifically defined as "learning through reflection on doing".
Extension Activities	:	The aspect of education, which emphasizes neighbourhood services. These are often integrated with curricula as extended opportunities intended to help, serve reflect and learn. The curriculum- extension interface has educational values, especially in rural India.
Faculty Development Program	:	Programs aimed at updating the knowledge and pedagogical skills of faculty.
Feedback	:	Formative and evaluative comments given by tutors on the performance of individual learners. Evaluative comments made by stakeholders to the institution on the quality and effectiveness of a defined process. Response from students, academic peers and employers for review and design of curriculum.
Field Project	:	Formal projects students need to undertake that involve conducting surveys outside the college/university premises and collection of data from designated communities or natural places
Financial Management	:	Budgeting and optimum utilization of financial resources.
Flexibility	:	A mechanism through which students have wider choices of Programmes to choose from, as well as, multiple entry and exit points for Programmes /courses.
Functional MoUs	:	Memoranda of Understanding that are currently operational, signed by the Institute with national and international agencies
Full Time Teachers	:	A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.
Gender Audit	:	A tool and a process based on a methodology to promote organizational learning at the individual, work unit and organizational levels on how to practically and effectively mainstream gender.
Graduate Attributes	:	The disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future.
Green Audit	:	The process of assessing the environmental impact of an organization, process, project, product, etc
Grievance Redressal	:	Mechanisms for receiving, processing and addressing dissatisfaction expressed, complaints and other formal requests made by learners,

		staff and other stakeholders on the institutional provisions promised and perceived.
H-index (Hirsch Index)	:	An index that attempts to measure both the productivity and impact of the published work of a scientist or scholar. The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications.
Human Resource Management	:	The process of assessing the human power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback.
Humanities International Complete	:	A comprehensive database covering journals, books and reference sources in the humanities. This database provides citation information for articles, essays and reviews, as well as original creative works including poems and fiction. Photographs, painting and illustrations are also referenced
ICT	:	Information and Communication Technology Consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services.
Impact factor (IF)	:	A measure of the citations to science and social sciences journals. The impact factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication.
Inclusion, Inclusiveness	:	Inclusiveness in educational institutions refers to the educational experiences practiced with reference to gender, ethnicity, social class and differently abled.
INFLIBNET Database	:	Information and Library Network Centre maintains a database on books, theses and serials
Infrastructure	:	Physical facilities like building, play fields, hostels etc. which help run an institutional Programme.
Institutional Information for Quality Assessment (IIQA)	:	IIQA is a requirement, which needs to be submitted online by all categories of HEIs
Institutional Distinctiveness	:	Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location
Institutional Social Responsibility (ISR)	:	Focuses on the institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behaviour and the need to practice good citizenship.
Interdisciplinary research	:	An integrative approach in which information from more than one discipline is used in interpreting the content of a subject, phenomenon, theory or principle.
Internal Quality Assurance	:	Forming Internal Quality Assurance Cell (IQAC) is to be established in every accredited institution as a post-accreditation quality sustenance

Cell (IQAC)		measure. http://www.AAA.gov.in/IQAC.asp
Internal Quality Assurance System (IQAS)	:	Self regulated responsibilities of the higher education institutions aimed at continuous improvement of quality for achieving academic and administrative excellence.
Internship	:	A designated activity that carries some credits involving more than 25 days of working in an organization under the guidance of an identified mentor
ISO Certification	:	ISO 9001 certification enhances customer satisfaction by meeting customer requirements. The institution is able to provide right services. ISO certification enhances functional efficiency of an organization.
Leadership	:	Term used for setting direction and create a student- focused, learning oriented climate, clear and visible values and high expectation by ensuring the creation of strategies, system and methods for achieving excellence, stimulating innovation and building knowledge and capabilities
Learning Managemen t Systems	:	A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training Programmes. They help the instructor deliver material to the students, administer tests and other assignments, track student progress, and manage record-keeping. MOODLE is an example of open source LMS
Learning Outcomes	:	Specific intentions of a Programme or module, written in clear terms. They describe what a student should know, understand, or be able to do at the end of that Programme or module
Library as a Learning Resource	:	The library holdings in terms of titles of books, journals and other learning materials and technology aided learning mechanism, which enable the students to acquire information, knowledge and skills required for their study.
Levels of Outcomes	:	➢ **Programme Outcomes**: POs are statements that describe what the students graduating from any of the educational Programmes should be able to do. ➢ **Programme Specific Outcomes**: PSOs are statements that describe what the graduates of a specific educational Programme should be able to do. ➢ **Course Outcomes:** COs are statements that describe what students should be able to do at the end of a course
New Technologi es	:	Digital tools and resources (hardware and software) and their application in the field of education.
NIRF	:	National Institutional Ranking Framework (NIRF), approved by the MHRD, outlines a methodology to rank institutions across the country. The parameters and sub-parameters associated with this mechanism are

		evolving from year to year. **https://www.nirfindia.org/Docs/Ranking_Methodology_And_Metrics_2017.pdf**
N-LIST	:	N-LIST stands for "National Library and Information services Infrastructure for Scholarly Content". http://nlist.inflibnet.ac.in/faq.php
OBE: Outcome Based Education	:	OBE is an educational theory that bases each part of an educational system around goals (outcomes). Each student should have achieved the goal by the end of the educational experience
Open Educational Resources	:	Educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute.
Optimum Utilization of Infrastructure	:	The infrastructure facilities are made available to the student for their maximum utilization. e.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary Programmes.
Organogram	:	Organogram is the word, a diagram that shows the structure of an organization and the relationships between the relative ranks of its part and position/ job. It is also known as Organisational Structure.
Outcome	:	An outcome of an educational Programme is what the student should be able to do at the end of a Programme/ course/ instructional unit.
Outreach Activities	:	Is the practice of conducting local public awareness activities through targeted community interaction
Participative Learning	:	Participatory Learning and Action is a family of approaches, methods, attitudes, behaviours and relationships, which enable and empower people to share, analyze and enhance their knowledge of their life and conditions, and to plan, act, monitor, evaluate and reflect.
Participative Management	:	Refers to an open form of management where employees are actively involved in the institution's decision making process.
Perspective Development	:	Is a blue print regarding the objectives and targets of long term growth
Physical Facilities	:	Infrastructure facilities of the institution to run the educational Programmes efficiently and the growth of the infrastructure to keep pace with the academic growth of the institution.
Policy for Promotion of Research	:	Processes defined by the institution to facilitate the teachers to write research proposals, seek funding, conduct research, publish, and evaluate and reward the research done.
Pre-qualifiers	:	For the Assessment and Accreditation (A&A) in revised framework the AAA has proposed a pre-qualifier test. It is a condition for peer team visit and will be based on Institutional system generated score (SGS) in all Q_nM after undergoing DVV process. As a Pre-qualifier, the institution should score at least 30% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees.
Problem	:	Is a student-centred pedagogy in which students learn about a subject

Based Learning (PBL)		through the experience of solving an open-ended problem found in trigger material. The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication.
Programme	:	A range of learning experiences offered to students in a formal manner over a period of one-to-four years leading to certificates/ diplomas/ degrees. Examples: BA (Economics) BSc (Physics). All possible formal degree Programmes are identified by UGC
Programme Options	:	A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates.
Programme Outcomes	:	Programme Outcomes (POs) are what knowledge, skills and attitudes a graduate should have at the time of graduation. While no agency has formally defined the POs of General Higher Education 3-year degree Programmes in India, POs of all professional Programmes in engineering and other areas are identified at national level by the concerned accrediting agency. POs are not specific to a discipline.
Promotion of Research and Research Support System	:	The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties.
Remedial Courses	:	Courses offered to academically disadvantaged students in order to help them cope with academic requirements.
Research	:	Systematic intellectual investigations aimed at discovering, interpreting and revising human knowledge.
Research Grant	:	Grant generated/ received from different agencies by the institution for conducting research projects.
Research Output	:	Quality research outcome beneficial for the discipline, society, industry and dissemination of knowledge including theoretical and practical findings.
Resource Mobilization	:	Generation of funds through internal and external sources such as donations, consultancy, self-financing courses and so on.
SCOPUS	:	The world's largest abstract and citation database of peer-reviewed literature and quality web sources.
Seed money for Research	:	Funds provided to a teacher or a group of teachers by the institution to get the research initiated to facilitate the preparation of formal research proposal for funding.
Situatedness	:	Situatedness refers to involvement within a context. It also refers to placement of learning experiences in authentic contexts or settings
SJR (SCImago Journal Rank)	:	This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database).
Slow Learners	:	Students who perform very much below the class averages
SNIP (Source	:	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?

Normalized Impact per Person)		
Stakeholder Relationship	:	Affiliation and interaction with groups or individuals who have an interest in the actions of the institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization.
Strategic Plan	:	A specific, action-oriented medium or long-term plan for making progress towards a set of institutional goals.
Strategy Developmen t	:	Formulation of objectives, directives and guidelines with specific plans for institutional development.
Student Centric Methods	:	Methods of instruction that focus on products of learning by the students
Student Profile	:	The student community of the institution, their strength and the diversity in terms of economic and social strata, location and other demographic aspects such as gender, age, religion, caste, rural/ urban.
Student Progression	:	Vertical movement of students from one level of education to the next higher level successfully or towards gainful employment.
Student Support	:	Facilitating mechanism for access to information fee structure and refund policies and also guidance and placement cell with student welfare measures to give necessary learning support to the students.
SWAYAM	:	SWAYAM is a Programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. https://swayam.gov.in/
Teacher Quality	:	A composite term to indicate the qualification of the faculty, the adequacy meant for recruitment procedures, professional development, recognition and teachers characteristics.
Twinning Programmes	:	An arrangement between two institutions where a provider in source country A collaborates with a provider in Country B to allow students to take course credits in Country B and/or in source Country A. Only one qualification is awarded by the provider in source Country A. Arrangements for twinning Programmes and awarding of degrees usually comply with national regulations of the provider in source Country A.
Value Added Courses	:	Courses of varying durations which are optional, and offered outside the curriculum that add value and helping them students in getting placed.

NOTES

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

Sample for	
Credits	1 Theory period of one hour per week over a semester 1 Tutorial period of one hour per week over a semester 1 Practical period of two hour per week over a semester
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, and the cultural, societal, and environmental considerations.

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

PO5. **Modern tool usage**: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.

PO6. **The engineer and society**: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional

engineering practice.

PO7. **Environment and sustainability**: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

PO8. **Ethics**: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

PO9. **Individual and team work**: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

PO10. **Communication**: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

PO11. **Project management and finance**: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

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

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

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

PO1. **Critical Thinking**: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2. **Effective Communication**: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

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

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

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

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

PO7. **Self-directed and Life-long Learning**: Acquire the ability to engage in independent and life-long learning in the 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 phylum using examples from parasitic adaptation

CO3 Classify Phylum Porifera with taxonomic keys

CO4 Describe the phylum Coelenterata and its polymorphism

CO5 Write down the life history of Fasciola and its classification

CO6 Describe Phylum Nematoda and give examples of pathogenic Nematodes

CO7 Identify the characters of Phylum Annelida with its classification

CO8 Write down the classification and characteristics of Phylum Arthropoda

CO9 Identify the given Mollusca with respect to economic importance

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

Appendix 2: Abbreviations

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

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

Appendix 3: Essential Metrics for 'Universities'

Sl No.	Metric No.	Metric
1.	1.1.2	Percentage of Programmes where syllabus revision was carried out during the last five years (20)
2.	1.2.1	Percentage of new courses introduced of the total number of courses across all Programmes offered during the last five years. (30)
3.	1.2.2	Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (current year data) (20)
4.	2.2.2	Student - Full time teacher ratio (current year data) (10)
5.	2.4.2	Average percentage of full time teachers with Ph.D. during the last five years (10)
6.	2.6.3	Average pass percentage of students (Current year data) (10)
7.	3.2.3	Average number of research projects per teacher funded by government and non- government agencies during the last five years (5)
8.	3.4.7	Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index (13)
9.	3.4.8	Bibliometrics of the publications during the last five years based on Scopus / Web of Science – h-index of the university (12)
10.	4.2.7	E-content is developed by teachers : 1. For e-PG-Pathshala 2. For CEC (Under Graduate) 3. For SWAYAM 4. For other MOOCs platform 5. For NPTEL/NMEICT/any other Government initiative 6. For institutional LMS **Options:** A. Any 5 of the above B. Any 4 of the above C. Any 3 of the above **Opt one** D. Any 2 of the above E. None of the above (3)

11.	4.3.2	Student - Computer ratio (current year data) (11)
12.	5.1.1	Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (5)
13.	5.2.1	Average percentage of placement of outgoing students during the last five years (15)
14.	6.3.4	Average percentage of teachers attending professional development Programmes viz., Orientation Programmes, Refresher Course, Short Term Course, Faculty Development Programmes during the last five years (8)
15.	6.5.4	***Quality assurance initiatives of the institution include:*** 1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to AAA; Feedback collected, analysed and used for improvements 2. Academic Administrative Audit (AAA) and initiation of follow up action 3. Participation in NIRF 4. ISO Certification 5. NBA or any other quality audit **Options:** A. Any 4 of the above B. Any 3 of the above **C.** Any 2 of the above **Opt one** D. Any 1 of the above E. None of the above (6)

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Appendix 4: Essential Metrics for 'Affiliated/Constituent Colleges' -UG

Sl No.	Metric No.	Metric
1.	1.3.2	Number of courses imparting transferable and life skills offered during the last five years (15)
2.	2.2.2	Student - Full time teacher ratio (10)
3.	2.4.2	Average percentage of full time teachers with Ph.D. during the last five years (20)
4.	2.6.3	Average pass percentage of Students (Current year data) (20)
5.	3.3.3	Number of research papers per teacher as per list of journals notified on UGC website during the last five years (10)
6.	3.3.4	Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings during the last five years (8)
7.	3.4.3	Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years (15)
8.	4.2.4	Average annual expenditure for purchase of books and journals during the last five years (5)
9.	4.3.2	Student - computer ratio (10)
10.	5.1.3	Number of capability enhancement and development schemes – 1. For competitive examinations 2.Career counselling 3.Soft skill development 4.Remedial coaching 5.Language lab 6. Bridge courses 7. Yoga and meditation 8.Personal Counselling **Options:** A. 7 or more of the above B. Any 6 of the above **C.** Any 5 of the above **Opt one** D. Any 4 of the above E. Any 2 of the above (10)
11.	6.3.4	Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years (5)

12.	6.5.4	Quality assurance initiatives of the institution include: 1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to AAA; Feedback collected, analysed and used for improvements 2. Academic Administrative Audit (AAA) and initiation of follow up action 3. Participation in NIRF 4. ISO Certification 5. NBA or any other quality audit **Options:** A. Any 4 of the above B. Any 3 of the above **C.** Any 2 of the above **Opt One** D. Any 1 of the above E. None of the above (6)

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Appendix 4a: Essential Metrics for 'Affiliated/Constituent Colleges' -PG

Sl No.	Metric No.	Metric
1.	1.3.2	Number of courses imparting transferable and life skills offered during the last five years (15)
2.	2.2.2	Student - Full time teacher ratio (10)
3.	2.4.2	Average percentage of full time teachers with Ph.D. during the last five years (20)
4.	2.6.3	Average pass percentage of Students (Current year data) (20)
5.	3.3.4	Number of research papers per teacher as per list of journals notified on UGC website during the last five years (8)
6.	3.3.5	Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings during the last five years (6)
7.	3.4.3	Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years (15)
8.	4.2.4	Average annual expenditure for purchase of books and journals during the last five years (5)
9.	4.3.2	Student - computer ratio (10)
10.	5.1.3	Number of capability enhancement and development schemes – 1. For competitive examinations 2.Career counselling 3.Soft skill development 4.Remedial coaching 5.Language lab 8. Bridge courses 9. Yoga and meditation 8.Personal Counselling **Options:** F. 7 or more of the above G. Any 6 of the above **H.** Any 5 of the above **Opt one** I. Any 4 of the above J. Any 2 of the above (10)
11.	6.3.4	Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years (5)

12.	6.5.4	Quality assurance initiatives of the institution include: 6. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to AAA; Feedback collected, analysed and used for improvements 7. Academic Administrative Audit (AAA) and initiation of follow up action 8. Participation in NIRF 9. ISO Certification 10. NBA or any other quality audit **Options:** A. Any 4 of the above B. Any 3 of the above **C.** Any 2 of the above **Opt One** D. Any 1 of the above E. None of the above (6)

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Appendix 5: Essential Metrics for 'Autonomous Colleges'

Sl No.	Metric No.	Metric
1.	1.1.2	Percentage of programmes where syllabus revision was carried out during the last five years (20)
2.	1.2.2	Percentage of programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented (current year data) (20)
3.	1.3.2	Number of value-added courses imparting transferable and life skills offered during the last five years (10)
4.	2.2.2	Student - Full time teacher ratio (current year data) (15)
5.	2.4.2	Average percentage of full time teachers with Ph.D. during the last five years (20)
6.	2.6.3	Average pass percentage of students (Current year data) (20)
7.	3.2.4	Average number of research projects per teacher funded by government and non- government agencies during the last five years (3)

8.	3.4.5	Number of research papers per teacher in the Journals notified on UGC website during the last five years (2)
9.	3.4.6	Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years (5)
10.	3.6.3	Number of extension and outreach programs conducted in collaboration with industry, community and Non - Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years (15)
11.	4.2.4	Average annual expenditure for purchase of books and journals during the last five years (7)
12.	4.3.2	Student - Computer ratio (current year data) (14)
13.	5.1.3	Number of capability enhancement and development schemes 1. Guidance for competitive examinations, 2. Career Counselling, 3. Soft skill development, 4. Remedial coaching 5. Language lab, 6. Bridge courses 7. Yoga and Meditation 8. Personal Counselling

		Options: A. 7 or more of the above B. Any 6 of the above **C.** Any 5 of the above **Opt one** D. Any 4 of the above E. ≤ 3 of the above (9)
14.	5.2.1	Average percentage of placement of outgoing students during the last five years (10)
15.	6.3.4	Average percentage of teachers attending professional development Programmes viz., Orientation Programmes, Refresher Course, Short Term Course, Faculty Development Programmes during the last five years (5)
16.	6.5.4	Quality assurance initiatives of the institution include: 1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to AAA; Feedback collected, analysed and used for improvements 2. Academic Administrative Audit (AAA) and initiation of follow up action 3. Participation in NIRF 4. ISO Certification 5. NBA or any other quality audit **Options:** A. Any 4 of the above B. Any 3 of the above **C.** Any 2 of the above **Opt one** D. Any 1 of the above E. None of the above (6)

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