NAAC

Institutional Accreditation

MANUAL for Self-study Report Dual Mode Universities

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(An Autonomous Institution of the University Grants Commission)

PREFACE

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

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

NAAC has to cater to the dynamic demands of all sectors including that of the Open and Distance Learning system operating through Open Universities (single mode ODL HEIs) and Dual Mode Universities (DMUs) which are Universities offering academic programmes in both conventional (classroom based face to face mode) as well as ODL mode. Hence a new Manual has been developed by the National Task Force (NTF) constituted by the Ministry of Human Resource Development to develop the Scheme for accreditation of OUs as well as Directorates of Distance Education (DDE) functioning under conventional Universities. This Manual has been designed for accreditation of DMUs having DDE for which NAAC had to depend on inputs from the National Consultative Group and National Task Force (NTF) Working Group Meetings; feedback of the stakeholders; and outcomes of the Pilot Study.

The Manual of Dual Mode Universities will help to prepare for the process of Assessment and Accreditation (A&A). In an effort to enhance the accountability in the entire process, the institutions as well as other stakeholders are required to keep track of the latest developments on the website of the NAAC from time to time.

The NTF Working Group, IGNOU Team and the NAAC Internal Team have contributed in the development of the Manual which would no doubt go a long way in making the entire process of A&A more effective and efficient. The services of the above are gratefully acknowledged.

I deem it a privilege to acknowledge the immense contribution made by the National Task Force (NTF) Chairperson Prof. Nageshwar Rao, Vice Chancellor, IGNOU in the development of the Manual for the A&A process of DMUs.

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SECTION A: GUIDELINES FOR ASSESSMENT AND ACCREDITATION

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

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I. INTRODUCTION

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

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

Vision and Mission

The vision of NAAC is:

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

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

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

Striving to achieve its goals as guided by its vision and mission statements, NAAC primarily focuses on assessment of the quality of higher education institutions in the country. The NAAC methodology for Assessment and Accreditation is very much similar to that followed

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by Quality Assurance (QA) agencies across the world and consists of self-assessment by the institution along with external peer assessment organized by NAAC.

Core Values

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

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

below. **(i) Contributing to National Development**

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

(ii) Fostering Global Competencies among Students

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

(iii) Inculcating a Value System among Students

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Although skill development is crucial to the success of students in the job market, skills are of less value in the absence of appropriate value systems. The HEIs have to shoulder the responsibility of inculcating desirable value systems among students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is a persisting concern for inculcating the core universal values like truth and righteousness apart from other values emphasized in the various policy documents of the country. The seeds of values such as cooperation and mutual understanding during the early stages of education have to be reiterated and re-emphasized at the higher education also through appropriate learning experiences and opportunities. The NAAC assessment therefore examines how these essential and desirable values are being inculcated in the students, by the HEIs.

(iv) Promoting the Use of Technology

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

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

(v) Quest for Excellence

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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 NAAC. The HEIs may also add their own core values to these in conformity with the goals and mission.

II. ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

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

Revised Assessment and Accreditation (A&A) Framework

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

- from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
- towards extensive use of ICT confirming scalability and robustness
- in terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on
- in terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks
- introducing Pre-qualifier for peer team visit, as 25% of system generated score

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

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

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

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

III. DUAL MODE UNIVERSITIES (DMU)

Universities established by an Act of Parliament or State Legislature, Deemed to be universities declared by the Central Government under Section 3 of the University Grants Commission Act, 1956 and Institutions of National Importance (INI) declared by an Act of Parliament, that have set up Directorates of Distance Education (DDE) as Departments/

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Centres/ Institutes to offer their academic programmes through ODL mode, are known as Dual Mode Universities (DMUs).

In accordance with the University Grants Commission (Open and Distance Learning) Regulations, 2017 notified vide Gazette Notification dated 23rd June, 2017, it will be mandatory for a University offering programmes in ODL mode to comply with University Grants Commission (Mandatory Assessment and Accreditation of Higher Educational Institutions) Regulations, 2012 and apply for assessment and accreditation of the programmes offered by it in Open and Distance Learning (ODL) mode. In this background, the NAAC under the direction of UGC initiated the process to formulate framework for Assessment and Accreditation (A&A) of Dual Mode Universities on a priority basis. A National Task Force (NTF) for Open and Distance Learning (ODL) was constituted for this purpose under the chairmanship of Prof. Nageshwar Rao, presently, Vice Chancellor, IGNOU.

Further, the 3rd Amendment to the UGC (ODL) Regulations, 2017, notified on 6th September 2018, states that the HEIs in dual mode shall submit an undertaking to the effect that it will attain a NAAC score of 3.26 on a 4-point scale before the end of academic session July 2019-June 2020, failing which, the Commission shall not accord any approval to the ODL Programmes of the HEIs.

IV. QUALITY INDICATOR FRAMEWORK (QIF) - DESCRIPTION

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

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

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

Criterion I: - Curricular Aspects

The Curricular Aspects are the mainstay of any educational institution. However, the responsibilities of various HEIs in this regard vary depending on their administrative standing. That is, an Affiliated College is essentially a teaching unit which depends on a larger body namely university for legitimizing its academic and administrative processes. Its

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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.

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 Colleges

1.1 *(U) Curriculum Design and Development

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

Curriculum evolved by the University comprises Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs), the substantive outlines of courses in every discipline (syllabus), organizational details of implementation as well as assessment of student performance and thereby attainment

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of PSOs and COs. The quality element is reflected in the efforts to revise, update, include emerging concerns etc., the University makes in this regard. The Curriculum designed by University may also focus on employability, entrepreneurship and skill development. The POs, PSOs, COs could be uploaded on Institutional website.

The DDE have rather insignificant role in curriculum designing and development. They adopt the curriculum overview provided by the respective universities. The guiding principle of the DDE is to provide opportunities of higher education to the overflow from the conventional system as the intake is fixed in the parent university and also to cater to the educational needs of the working persons, housewives, marginalized populations unable to pursue their higher education through the conventional system offered by the university. DDE in order to reach out such target groups makes use of various media to deliver instruction i.e. through print and other electronic media.

1.1 *(A) Curricular Planning and Implementation

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 analyzing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

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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.

DDE is required to cater to large number of learners due the flexibility it offers to them in terms of place and pace of study.

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

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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 sensitize students about the other gender; and the like.

It is expected that the DDE reaches out to employed persons and persons from special target groups who are unable to pursue higher education through the conventional system.

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 individualized, creative and dynamic. Quality of learning provided in the institution depends largely on teacher readiness to draw upon such recently available technology supports and also the initiative to develop such learning resources to enrich teaching-learning; on teacher's familiarity with Learning Management Systems (LMSs), other e-resources available and how to meaningfully incorporate them in one's scheme of teaching-learning.

DDE are responsible for the design and development of Self learning material (SLM) in print as well as electronic media for the benefit of diverse groups of dispersed learners. Providing opportunities for interaction and feedback on performance to the dispersed learners is equally important through organization and conduct of academic counselling. Counselling is provided mainly for learner participation, engagement, clarification of doubts, and acquisition of required competencies and skills.

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.

DDE is required to have full time teachers and other academics to maintain standards and quality in the offering of academic programmes through ODL mode as

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well as empanellment of academic counsellors for smooth conduct of counselling sessions.

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.

Even at DDE there should be a proper mechanism for formative assessment of the distance learners and timely feedback on performance before the terminal examination.

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 accreditation framework of NAAC adopts survey of student satisfaction.

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This also been replicated for the DDE. A separate Learner Satisfaction Survey is designed for the distance learners enrolled at the Directorate of Distance Education along with the SSS for the conventional students.

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

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*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 realized. 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

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other agencies, institutions, research bodies for sharing research facilities and undertaking collaborative research.

3.2 Resource Mobilization for Research

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

ODL being a dynamic system innovative content development and workshops focusing on innovative areas including development of SLM, MOOCs, LMS, IPR etc. need to be ensured.

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.

Research in the area of Distance Education by teachers and other academics working at DDE should be encouraged to bring about periodic improvement in the system.

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

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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

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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.

The HEI should also focus on the augmentation the infrastructure of the DDE and its maintenance.

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.

DDE should employ ICT in all its operations to make the teaching learning process as well as evaluation system more dynamic and effective.

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

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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, free-ships and other means should be identified by HEIs.

This is an area that is crucial for the successful implementation of the ODL system. The DDE should focus on activities of learner support for prospective as well as the enrolled learners.

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.

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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 INDICATORS

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

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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

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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 persons with disabilities (PwD) (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.

V. ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION BY NAAC

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

1. **Universities (Central/State/Private/Deemed-to-be) and Institutions of National Importance**
    a. Provided the Higher Education Institutions /Deemed –to-be Universities and their study centres (within the jurisdiction) / off-campuses if any are approved by MHRD/UGC. NAAC will not consider the unapproved off-campuses for A&A.
    b. Provided that these institutions have regular (full time) students enrolled in the academic programmes and research degree programmes offered on campus; provided that DDE functioning under the HEI has the approval of the Distance Education Bureau of the UGC and UGC for all their UG and PG programmes
    c. Provided that these institutions have learners (part-time) enrolled in the academic programmes offered through distance mode
    d. Provided further that the duly established campuses within the country, if any, shall be treated as part of the Universities / Institutions of National Importance for the A&A process.
    e. NAAC will undertake the accreditation of off-shore campuses

2. **Accredited HEIs applying for Re-assessment or Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4….) of Accreditation**

    a) All HEIs having Directorate of Distance Education have to apply for Re-Assessment and Accreditation through Dual Mode University Category only.
    b) Further, Institutions which would like to make an improvement in the accredited status, may apply for **Re-assessment**, after a minimum of one year and before three years of accreditation subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.
    c) Institutions opting for **Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4….) of Accreditation** can submit the Institutional Information for Quality Assessment (IIQA), during the last six months of the validity period subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.

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

Note:

All the institutions intending to apply for Assessment and Accreditation by NAAC need to mandatorily upload the information on All India Survey on Higher Education (AISHE) portal. AISHE code (reference number) is one of the requirements for Registration.

VI. THE ASSESSMENT PROCESS

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

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 140 Metrics for Dual Mode Universities

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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	Dual Mode Universities
Criteria	7	7
Key Indicators (KIs)	34	34
Qualitative Metrics (Q_lM)	36	43
Quantitative Metrics (Q_nM)	78	96
Total Metrics ($Q_lM + Q_nM$)	**114**	**139**

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 two 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	Dual Mode Universities
1. Curricular Aspects	1.1 Curriculum Design and Development	**50**	**60**
	1.2 Academic Flexibility	**50**	**40**
	1.3 Curriculum Enrichment	**30**	**30**
	1.4 Feedback System	**20**	**20**
	Total	**150**	**150**
2. Teaching-Learning and Evaluation	2.1 Student Enrolment and Profile	**10**	**10**
	2.2 Catering to Student Diversity	**20**	**20**

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	2.3 Teaching-Learning Process	**20**	**30**
	2.4 Teacher Profile and Quality	**50**	**50**
	2.5 Evaluation Process and Reforms	**40**	**30**
	2.6 Student Performance and Learning Outcomes	**30**	**30**
	2.7 Student Satisfaction Survey	**30**	**30**
	Total	**200**	**200**
3. Research, Innovations and Extension	3.1 Promotion of Research and Facilities	**20**	**20**
	3.2 Resource Mobilization for Research	**20**	**20**
	3.3 Innovation Ecosystem	**30**	**30**
	3.4 Research Publications and Awards	**100**	**100**
	3.5 Consultancy	**20**	**20**
	3.6 Extension Activities	**40**	**40**
	3.7 Collaboration	**20**	**20**
	Total	**250**	**250**
4. Infrastructure and Learning Resources	4.1 Physical Facilities	**30**	**35**
	4.2 Library as a Learning Resource	**20**	**20**
	4.3 IT Infrastructure	**30**	**30**
	4.4 Maintenance of Campus Infrastructure	**20**	**15**
	Total	**100**	**100**
5. Student Support and Progression	5.1 Student Support	**30**	**40**
	5.2 Student Progression	**40**	**35**
	5.3 Student Participation and Activities	**20**	**20**
	5.4 Alumni Engagement	**10**	**05**
	Total	**100**	**100**

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6. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	**10**	**10**
	6.2 Strategy Development and Deployment	**10**	**10**
	6.3 Faculty Empowerment Strategies	**30**	**30**
	6.4 Financial Management and Resource Mobilization	**20**	**20**
	6.5 Internal Quality Assurance System	**30**	**30**
	Total	**100**	**100**
7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	**50**	**50**
	7.2 Best Practices	**30**	**30**
	7.3 Institutional Distinctiveness	**20**	**20**
	Total	**100**	**100**
	GRAND TOTAL	**1000**	**1000**

VII. 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 starting from September 2019. Duly filled in IIQAs of eligible HEIs will be accepted by NAAC for further processing and others will be rejected.
2. In case of rejection of IIQA applications specific suggestions would be given to HEIs to facilitate them to resubmit IIQA. An institution can reapply twice after the first attempt resulted in rejection. That is, each HEI is permitted three attempts in a year, with a single fee. After this, it will be considered a fresh application with required fees.
3. After the acceptance of IIQA, the institution will be asked to fill the SSR with the required document to be uploaded in the portal of NAAC website within 45 days. The SSR of the HEI will then be subjected to further process. As preparation of SSR is a systematic process, so it is suggested that the HEIs should be ready with soft copy of SSR and related documents well in advance of submitting IIQA. Those institutions who fail to submit SSR within 45 days will have to apply afresh starting from IIQA & its fees. It is to be noted that the extension for submission of SSR will be possible, if the request (by raising the issue in IMS with proper reason & proof) is done by the

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HEI within 10 days from the 45th day, only in cases of natural calamities, floods, payment settlement delay, technical problems for a period upto maximum of 15 days after seeking approval from the Competent Authority. No further extension will be given in the portal. In all such cases the A&A process gets terminated and IIQA fees paid shall be forfeited and the HEIs have to come afresh by submitting IIQA with the requisite fees. In any case fees for IIQA will not be refundable.

4. The SSR has to be uploaded as per the format in portal of NAAC. After submission of SSR on NAAC portal HEI would receive an auto generated link/ID of SSR in their registered email id. The same SSR in .pdf format should be then uploaded on institutional website.
5. The SSR has to be submitted only online. HEIs should make necessary preparations with the required data, documents and/or responses before logging on to the NAAC website for submission of SSR online. Careful study of the Manual will be of great help in this regard.
6. HEIs are requested to go through the Standard Operating Procedure (SOP) available in Apply Online Tab in NAAC website, before preparation of SSR.
7. As indicated earlier, the SSR comprises both Qualitative and Quantitative metrics. The Quantitative Metrics (Q_nM) add up to about 70% and the remaining about 30% are Qualitative Metrics (Q_lM).
8. **Optional Metrics (Applicable only for Colleges):** 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 NAAC 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 30 (up to 3%).
   b) Metrics with maximum of total 10 weightage per criteria can only be opted out.
   c) All metrics in Criteria 1, 2 & 7 are essential. None of the metrics in these Criteria can be opted out.
   d) Metrics identified as optional can only be opted out (list of optional metrics are stated in Appendices 3 of Autonomous and Affiliated College Manual).
   e) Qualitative metrics cannot be opted out.

   The calculation of Cumulative Grade Point Average (CGPA) of Higher Education Institutions (HEIs) will be done excluding the metrics as opted out with 30 weightage (up to 3%) 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 non applicable metrics need to exercise the same, prior to final submission of SSR to NAAC.
9. The data submitted on Quantitative Metrics (Q_nM) will be subjected to validation exercise with the help of Data Validation and Verification (DVV) process done by NAAC. The responses to Qualitative Metrics (Q_lM) will be reviewed by the Peer Team on site only after the institution clears the Pre-qualifier stage.

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10. Any Institution found to be providing wrong information/data during validation and verification stage will be asked for clarifications. On the basis of clarifications submitted by the HEIs the data will be again sent for DVV process. The process of Data Validation and Verification (DVV) by NAAC will be done possibly within 30 days.
11. **Pre-qualifier**: The Quantitative Metrics (Q_nM) of SSR will be sent for Data Validation and Verification (DVV) Process. After DVV process, a DVV Deviation report will be generated. On the basis of the Deviation report, the A&A process will proceed further as per the following conditions:
    a) HEI whose Metrics are found to be deviated will be liable for the penalty or legal action. Their first installment of accreditation fees will also be forfeited, and the name of such HEI will be sent to statutory authorities for further actions.
    b) HEI that clears the DVV process will proceed for Peer Team Visit with a condition of a Pre-qualifier, that the HEI should score at least 25% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees. Such HEIs are eligible to apply again only after six months from the day of declaration of Pre-qualification status.
12. After the DVV process, NAAC will intimate the HEI, regarding the status of the pre-qualification. Only pre-qualified HEIs will enter the next step of assessment to be done by the Peer Team during their on-site visit. The focus of Peer Team visit will be on the Qualitative Metrics (Q_lM).
13. **Student Satisfaction Survey (SSS):** It will be conducted as per the following conditions:
    a) SSS will be conducted simultaneously with DVV process.
    b) Higher Education Institutions (HEIs) have to strictly upload data of at least 50% of currently enrolled students as per data template format of excel sheet given in portal.
    c) The SSS questionnaire (20 objective & 1 subjective) will be e-mailed to all students and the following rule will be applied for processing the responses.
        i. For colleges – (UG/PG and Autonomous) responses should be received from at least 10% of the student population or 100, whichever is less.
        ii. For Universities – 10% of the student population or 500, whichever is less.
        iii. For Dual Mode Universities – (Conventional Students 10% of the student population or 500, whichever is less & Distance Learners from the Directorate of Distance Education 10% of the learner population or 5000 whichever is less
    d) If the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation.
    e) SSS will be completed within one month after its initiation.

    Peer Team visit of the institution should not exceed three

    f) If the response is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation.
    g) SSS will be completed within one month after its initiation.

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14. Peer Team visit of the institution should not exceed three months after clearance of Pre-qualifier stage.
15. Based on the size and scope of academic offerings at the HEIs, the number of days and experts for onsite visit may vary from 2-3 days with 2-5 Peer Team Members visiting the institutions. The visiting team's role would be very specific in the RAF limited to Qualitative Metrics (Q_lM). The teams would play an important role in assessing the intangible aspects.
16. NAAC will disclose the details of the Peer Team Members only 3 days before the scheduled PTV dates. HEIs will not be responsible for Logistics for the Visiting Teams. Henceforth NAAC will directly take care of all the logistics regarding the Peer Teams visiting the institutions. All payment towards TA, DA, Honorarium, etc., will be directly paid by NAAC to the nominated members. There would be no financial transactions between the Institution and the Peer Team Members.
17. The institutions need to add a link in home page of their institutional website for NAAC records/files viz., SSR, Peer Team Report, AQAR, Certificate of NAAC and Accreditation documents etc., for easy access by its stakeholders. The said link should be clearly visible/ highlighted (without password).
18. **Guidelines for filling up Self-Study Report (SSR):**

    - Extended profile contains all the questions which are basically the figures of denominators of the formulas used for calculation of various Metrics values.
    - There are Tool Tips at various places in portal, such as Metrics, sub-metrics, upload, etc. which are given as guidance regarding the sort of data required to be submitted by the institution. The Tool Tip is denoted in the form of ❓. Institutions are required to go through the respective Tool Tip thoroughly before filling the data.
    - The data filled should contextualize with the related metrics. There is an upload limit (5MB) for the documents for various Metrics, if the size of the document exceeds that limit, Institution may upload the same in their own website without password protection. The link of the said uploaded document should be given in the portal.
    - The data of the students (conventional students and distance learners) for Student Satisfaction Survey (SSS) has to be submitted concurrently during online submission of SSR.
    - Where-so-ever 'Asterisk Red mark' ✱ is indicated in the portal it should be understood as mandatory requirement.
19. **Policy to withdraw Accreditation applications by Higher Education Institutions (HEIs) :** HEIs which have submitted their Self Study Reports (SSRs) for any reason does not complete the A&A process: -

    - Will host the information that it has withdrawn / not completed the process on the HEI website and the information will be hosted on NAAC website too.
    - Will be allowed to apply for A&A only after a period of one year from the date of submission of SSR.

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

20. **Non-compliance of DVV Process**: Institutions are given 15 days time to complete the DVV process, and are supposed to respond within stipulated time during DVV clarification stage. In unforeseen situations (such as natural calamities, political disturbances and alike) when the institutions fail to comply with the DVV process, a further extension of 7 days shall be granted on the basis of decision from Competent Authority. HEI which do not comply to the DVV clarification process, assessment and accreditation of such institutions will be terminated at the level of DVV clarification and the fees paid for IIQA and SSR 1st installment will be forfeited. Such institutions shall reapply for accreditation after one year, for the date of declaration of decision Standing Committee (SC) by submission of IIQA and filling SSR afresh.

VIII. ASSESSMENT OUTCOME

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

PART I - *Peer Team Report*

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

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

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

PART III - *Institutional Grade Sheet*

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

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

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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 NAAC as "Assessed and Found not qualified for Accreditation".

IX. MECHANISM FOR INSTITUTIONAL APPEALS

The process of assessment and accreditation is viewed as an exercise in partnership done jointly by the NAAC and the institution being assessed. Every stage of the process is marked by transparency. The institution is consulted at various stages of the process – eliminating conflict of interest with the peers, planning the visit schedule, sharing the draft peer team report before the team leaves the campus etc. In spite of this participatory approach, there may be institutions that might have grievances to be addressed. Therefore,

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to provide a review mechanism for institutions who are aggrieved about the process or its outcome or any other issues related thereof, the NAAC has evolved **Mechanism for Institutional Appeals**.

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

1. Submit the Intent **for Appeal** within 15 days and appeal proforma within 45 days from the date of declaration of result, through HEI portal.
2. The application for appeal should be submitted along with the requisite non-refundable fee of Rs. 1,00,000/- + applicable taxes.
3. An Appeals Committee constituted for the purpose will consider the appeal and make recommendations to the Executive Committee (EC). The decision of the EC shall be binding on the institution. Generally the recommendations may be Re-DVV, Re-Visit, No change, etc.
4. The clarification process and time lines for Re-DVV is same as DVV process.
5. The process of Re-Visit is same except for the logistic expenses will be borne by the NAAC.

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

X. RE-ASSESSMENT

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

XI. SUBSEQUENT CYCLES OF ACCREDITATION

The methodology for subsequent cycles of accreditation remains the same. However, due consideration would be given to the post-accreditation activities resulting in quality improvement, quality sustenance and quality enhancement. In the SSRs institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four years (narrative not exceeding 10 pages). A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or fourth cycle accreditation.

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

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

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

- 'A++' with CGPA 3.51 in the Grading system that is effective from 1st March 2018
- 'A++ & A+' with CGPA 3.51 in the Grading system that was effective, from 1st July 2016 to 28th Feb 2018
- 'A' in the Grading system that was effective, from 1st April 2007 to 30th June 2016
- 'A++, A+, & A' with score 85% to 100% that was effective from 16th March 2002 to 31st March 2007

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

XII. THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS

New Fee Structure

(w.e.f. 27th November 2019)

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

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

2. Assessment and Accreditation (A&A) Fee **For Universities, Dual Mode Universities and Professional Institutions**		
Type	**Total amount of A&A Fee**	**Amount to be Paid by the Institution**
1 to 10 departments	Rs. 3,75,000/-**+ GST18%	Rs.1,87,500/-** + GST18% **(50% of Total fee along with the online submission of SSR)** **(Non-refundable)**

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More than 10 departments	Rs. 7,50,000/-** + GST18%	Rs.3,75,000/-** + GST18% **(50% of Total fee along with the online submission of SSR) (Non-refundable)**

The accreditation fee will be limited to a maximum amount of Rs. 7,50, 000/-+ GST18%, per institution.
**** Balance 50% of total fees along with 18% GST before 15 days from the date of on site visit.**

3. Assessment and Accreditation (A&A) Fee
For Colleges (Government, Grant-in-Aid and Private)

Type	Total amount of A&A Fee	Amount to be paid by the Institution
a. General College with multi faculties	Rs. 1,85,000/-** + GST18%	Rs.92,500/-** + GST18% **(50% of Total fee along with the online submission of SSR) (Non-refundable)**
b. General College with mono faculty	Rs. 1,25,000/-** + GST18%	Rs.62,500/-** + GST18% **(50% of Total fee along with the online submission of SSR) (Non-refundable)**
c. Teacher Education Institutions (General TEIs, Physical Education Institutions & Special Education Institutions)	Rs. 1,25,000/-** + GST18%	Rs.62,500/-** + GST18% **(50% of Total fee along with the online submission of SSR) (Non-refundable)**

**** Balance 50% of total fees along with 18% GST before 15 days from the date of on site visit.**

Note:

i. **Professional Institutions -** Higher Education Institutions (HEIs) in which all the programmes offered are recognized by Statutory Regulatory Authority(s) (SRA) (Excluding Teacher Education Institutions) or HEIs in which 50 % or more of the programmes offered are recognized by the Statutory Regulatory Authority (s). Similar to Universities the A&A fee for **Professional Institutions** will be calculated depending on the number of the departments.

ii. NAAC classified the programmes offered leading to specific Degrees awarded as Arts Faculty, Commerce Faculty and Science Faculty. In case of General Colleges, HEIs are broadly categorised by NAAC for the purposes of deciding on the applicable Fee as Mono Faculty and Multi Faculty colleges.

*Colleges offering programmes leading to Degrees such as BA, MA, BSW, MSW, BRS, MRS are considered as **Arts Faculty,** those colleges offering programmes leading to Degrees such as B.Com, M.Com, BBA, BMS and other degrees relating to programmes (not recognised by any SRA) in business administration/commerce/management are considered as **Commerce Faculty.***

***Science Faculty** are those offering programmes leading to Degrees such as B.Sc., M.Sc., B.F.Sc., M.F.Sc., BCA, B. Stat. M. Stat. and other degrees relating to programmes (not recognised by any SRA) in applied and pure sciences.*

a. Mono Faculty - The **Mono faculty institutions** are those Higher education Institutions (HEIs) offering programmes in only one discipline i.e. either in Arts, Commerce or Science.

b. Multi Faculty - The **Multi faculty institutions** are those Higher education Institutions (HEIs) offering programmes in more than one discipline i.e. either in a combination of Arts and Commerce, Science and Commerce, Science and Arts or Arts, Commerce and Science.

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c. Teacher Education Institutions are those Higher Education Institutions (HEIs) in which all the programmes offered are recognised by Statutory Regulatory Authority(s) (SRA) i.e. NCTE or RCI or HEIs in which more than 50% of the programmes offered are recognized by SRAs i.e. NCTE or RCI.

4. Balance amount 50%

i. 50% of the stipulated fee+ applicable taxes along with on line submission of Self-study Report (SSR) (Non-refundable).

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

- ***Mandatory Taxes/GST will not be refunded.***

iii. If the Institution does not take up the accreditation process, the fees will not be returned to the institution. However, the same will be adjusted when accreditation process is taken up. ***(The Maximum time limit up to which it can be carried forward shall be one year from the date of submission of SSR).***

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

a. All General colleges, Professional colleges and Teacher education institutions will have 2 day visit for which the fee structure will be 1,50,000 + GST.
b. In case of exceptional case of Professional colleges with proper justifications and approval from the competent authority the Peer Team Visit can be extended to 3 days & the fee structure will be 3,00,000 + GST.
c. For University the Fee structure of logistics will be 3,00,000 + GST for 3 or more days of visit.
d. If the University has UGC recognized off-shore campus/centers, then the University has to pay an additional fees of Rs. 2,00,000/- + GST or actual per off-shore campus to be visited.

6. Appeals Mechanism and Fee:

Review of Accreditation (grievance) Rs. 1,00,000/- + GST 18% as applicable from time to time.

7. For subsequent cycles of Accreditation:

The fee structure proposed for Assessment and Accreditation and towards logistics as above applies for all the cycles of Accreditation and Re-assessment for all Institutions.

8. Provision for Reimbursement of A&A fees and PTV logistics fees to Government Higher Education Institutions Recognized under 2f & 12B of UGC act 1956

Government Higher Education Institutions which are recognized under section 2(f) and 12B of UGC Act 1956 should also pay the assessment and accreditation fees. The A&A fees and expenses on TA and logistics expenses of peer team would be reimbursed as per NAAC guidelines on submission of the latest General Developmental Grants sanction letter of UGC with an attestation by the Head of the Institution and other necessary documents. The

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reimbursement will be done as and when NAAC receives grants from UGC.

9. **Mode of Payment: Online:**
   The fees should be paid online through the online payment option available in the HEI portal.

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

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

Some significant tips are reiterated below.

- While submitting the IIQA, ensure that there is adequate number of days for processing the SSR within the stipulated period, after the date of its acceptance by NAAC.
- The SSR has to be filled online; for this NAAC will provide access to the respective portal on the website for institutions, according to pre-declared timeline.
- Read instruction about where to upload the documents and data, in what format data have to be presented for the various metrics and required verbal explication for the qualitative metrics.
- Kinds of information to be filled in the SSR are given in the QIF, presented in Section B.
- The Profile of the Institution given in Section B is self-evident in seeking information about the institution.
- The QIF given in Section B indicates the kinds of data and documents required for each of the Metrics while filling up the SSR and also kinds of responses to be given.
- In an initial exercise, the institution can prepare details as sought in the QIF (Section B) about the various aspects of its functioning and upload them in a protected space on the institutional website. This will make it easy to upload and/or make them available through hyperlinks whenever required.
- Some of the documents indicated such as minutes of various committees/bodies, financial details and similar items for which the institution may not like to provide in open access could be kept ready and made available through hyperlinks whenever required.
- Keep all the relevant documents and data indicated in the QIF for each Metric under all KIs as a template so that when access to online SSR is available, it's easy to provide pertinent data.
- Wherever verbal descriptions are required write briefly as indicated (eg. . . in not more than 500 words…. or…. in not more than 200 words…, etc). Contemplate well and

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prepare the write ups explicating the highlights of the sought details about the institution without wasting space/words on 'frill' details.

- The online formats (templates) for submitting data with respect to Quantitative Metrics (QnM) is given in Sub-Section 6 of Section B. The same template in excel format can be downloaded from NAAC website available in an 'Apply Online Tab'.
- Ensure authentic, correct data are provided through out. **Incorrect data or false details could lead to disqualification or penalty.**
- Strictly adhere to the time specifications given by NAAC.
- Some details may have to be worked out if they are not ready; eg. COs, PSOs, compiled reports from various minutes and analyses of feedback, etc...
- Keep a brief executive summary for upload as per details given in Section B.
- Do not send any information as hard copy to NAAC unless specified.
- Read the Manual completely including the Glossary, Notes and Standard Operating Procedure (SOP) available in NAAC website. This will help in clear understanding of the terms used in the Quality Indicator Framework (QIF).
- For Metric related to finance the preceding financial year (1st April to 31st March) may be used to consolidate data, for publication related data preceding calendar year (1st January to 31st December) data to be entered and for the other metrics the 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.

XIV. 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 NAAC tab/link on Higher Educational Institution's (HEI's) website and upload following documents till the validity period of Accreditation is over:

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

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

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SECTION-B

Data Requirements for Self - Study Report (SSR)

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

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

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1. Executive Summary

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

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

The Executive summary shall not be more than 5000 words.

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2. Profile of the Dual Mode University

Basic Information

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

Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email

Nature of University	Institution Status	
Type of University	Type of University	
Establishment Details	Establishment Date of the University	
	Status Prior to Establishment, If applicable	(Autonomous, Constituent, PG Centre, any other)
	Establishment date	
Establishment Details of the Directorate of Distance Education of the University	Establishment date	

Recognition Details

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

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By Distance Education Bureau	**Date:**
By any other statutory body, if any… Give details (like NCTE etc)	**Date:**

University with Potential for Excellence

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

Location, Area and Activity of Campus

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

Academic Information

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

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

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

Furnish the Details of Colleges under University

Constituent Colleges	
Affiliated Colleges	

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Colleges Under 2(f)	
Colleges Under 2(f) and 12B	
NAAC Accredited Colleges	
Colleges with Potential for Excellence(UGC)	
Autonomous Colleges	
Colleges with Postgraduate Departments	
Colleges with Research Departments	
University Recognized Research Institutes/Centers	

Is the University Offering any Programmes Recognised by any Statutory Regulatory authority (SRA)	Yes	No

Details of Teaching & Non-Teaching Staff of Dual Mode University

Teaching Faculty

	Professor				**Associate Professor**				**Assistant Professor**			
	Male	**Female**	**Others**	**Total**	**Male**	**Female**	**Others**	**Total**	**Male**	**Female**	**Others**	**Total**
Sanctioned												
Recruited												
Yet to Recruit												
On Contract												

Other Academic Staff (like Directors, Deputy Directors, Assistant Directors etc)

	Director / Professor				**Deputy Director**				**Assistant Director**			
	Male	**Female**	**Others**	**Total**	**Male**	**Female**	**Others**	**Total**	**Male**	**Female**	**Others**	**Total**
Sanctioned												
Recruited												

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Yet to Recruit												
On Contract												

Non- Teaching Staff

	Male	**Female**	**Others**	**Total**
Sanctioned				
Recruited				
Yet to Recruit				
On Contract				

Technical Staff

	Male	**Female**	**Others**	**Total**
Sanctioned				
Recruited				
Yet to Recruit				
On Contract				

Qualification Details of the Teaching Staff

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

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Qualification Details of the Other Academic Staff (like Directors, Deputy Directors, Assistant Directors etc)

Other Academic Staff (like Directors, Deputy Directors, Assistant Directors etc)										
Highest Qualification	**Director / Professor**			**Deputy Director**			**Assistant Director**			**Total**
	Male	**Female**	**Others**	**Male**	**Female**	**Others**	**Male**	**Female**	**Others**	
D.sc/D.Litt										
Ph.D.										
M.Phil.										
PG										
Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			**Total**
	Male	**Female**	**Others**	**Male**	**Female**	**Others**	**Male**	**Female**	**Others**	
D.sc/D.Litt										
Ph.D.										
M.Phil.										
PG										

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

Distinguished Academicians Appointed

	Male	**Female**	**Others**	**Total**
Emeritus Professor				
Adjunct Professor				
Visiting Professor				

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Chairs Instituted by the Dual Mode University

Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency

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

Provide the Following Details of Students Enrolled in the University during the Current Academic Year (Conventional Students and Distance Learners from Directorate of Distance Education)

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

Does the university offer any integrated programmes? Yes/No

Total number of integrated programme	

Integrated Programme	From the state where university is located	From other states of India	NRI Students	Foreign Students	Total

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Male					
Female					
Others					

Details of UGC Human Resource Development Centre, If applicable

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

EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report

2(a) : Institutional preparedness for NEP:

(Description wherever applicable in maximum 500 words)

1. Multidisciplinary / interdisciplinary:

a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution.
b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.
c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain
d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.
e) What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges?

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

2. Academic bank of credits (ABC):

a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020.
b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details.
c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.
d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.
e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020.

3. Skill development:

a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework
b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.
c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.
d) Enlist the institution's efforts to:
    i. Design a credit structure to ensure that all students take at least one vocational course before graduating.
    ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.

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

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

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

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

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

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

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

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

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

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

ii. Indian ancient traditional knowledge

iii. Indian Arts

iv. Indian Culture and traditions.

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

5. Focus on Outcome based education (OBE):

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

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

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

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6. Distance education/online education:

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

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

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

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

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

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3. Extended Profile of the Dual Mode University

1 Programme:

1.1 Number of Programmes offered year wise for last five years (face-to-face only)

Year					
Number					

1.2 Number of departments offering academic programmes (face-to-face only)

1.3 Number of Programmes offered by DDE year wise for last five years (DDE only)

Year					
Number					

2 Student:

2.1 Number of students year wise during the last five years (face-to-face only)

Year					
Number					

2.2 Number of outgoing / final year students year wise during the last five years (face-to-face only)

Year					
Number					

2.3 Number of students appeared in the University examination year wise during the last five years (face-to-face only)

Year					
Number					

2.4 Number of revaluation applications year wise during the last 5 years (face-to-face only)

Year					
Number					

2.5 Number of employed learners enrolled at DDE year wise over the last five years (DDE only)

Year					
Number of employed learners including self-employed					

3 Academic:

3.1 Number of courses in all Programmes year wise during the last five years (face-to-face only)

Year					
Number					

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3.2 Number of full time teachers year wise during the last five years (face-to-face only)

Year					
Number					

3.3 Number of sanctioned posts year wise during the last five years (face-to-face only)

Year					
Number					

3.4 Number of full time teachers and other academics in DDE year wise during the last five years (DDE only)

Year					
Number					

4 Institution:

4.1 Number of eligible applications received for admissions to all the Programmes year wise during the last five years (face-to-face only)

Year					
Number					

4.2 Number of seats earmarked for reserved category as per GOI/State Govt rule year wise during the last five years (face-to-face only)

Year					
Number					

4.3 Total number of classrooms and seminar halls in conventional departments: _____ (face-to-face only)

4.4 Total number of computers in the campus for academic purpose: _____ (face-to-face only)

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

Year					
Expenditure					

4.6 Total number of rooms and seminar halls at DDE: _____ (DDE only)

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4. Quality Indicator Framework (QIF)

Essential Note:

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

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

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

These will help Institutions in the preparation of their SSR.

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

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

Metric wise weightage is also given.

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

Note:

- The metrics for DDEs are given in "coloured boxes". All these metrics are mandatory.

Criterion I – Curricular Aspects (150)

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Key Indicator – 1.1 Curriculum Design and Development (60)

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

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1.1.3 **Q_nM**	***Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the University*** 1.1.3.1: Number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years Data Requirement for last five years: (As per Data Template) • Name of the Course with Code • Activities with direct bearing on Employability/ Entrepreneurship/ Skill development • Name of the Programme Formula: $\textbf{Percentage per year} = \frac{\text{Number of courses having focus on employability or entrepreneurship or skill development}}{\text{Number of courses in all Programmes}} \text{X } \mathbf{100}$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ **File Description (Upload)** • Any additional information • Programme/ Curriculum/ Syllabus of the courses • Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses • MoU's with relevant organizations for these courses, if any • Average percentage of courses having focus on employability/ entrepreneurship (Data Template)	**10**

For Directorate of Distance Education (DDE only)

Metric No.		Weightage
1.1.4 **Q_nM**	**Electronic media and other digital components in the curriculum offered by DDE-** Percentage of the Courses on offer by DDE that have incorporated electronic/digital media and other digital components in their curriculum delivery over the last five years 1.1.4.1 Total number of the Courses on offer by DDE have incorporated electronic/ digital media and other digital components in their curriculum year wise during the last five years 1.1.4.2 Total number of courses across all programmes offered by the DDE **Formula:**	**10**

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	Percentage $= \frac{\text{Total Number of Courses offered by DDE in which digital media is used in curriculum delivery over the last five years}}{\text{Total number of courses offered by the DDE over the last five years}} X100$ **Upload:** • Details of Programmes incorporating electronic media and other digital components offered year wise over the last five years • As per Data Template • Any other relevant information	

Key Indicator – 1.2 Academic Flexibility (40)

Metric No.		Weightage
1.2.1 **Q_nM**	***Percentage of new courses introduced of the total number of courses across all programmes offered during the last five years*** 1.2.1.1: How many new courses were introduced within the last five years 1.2.1.2 : Number of courses offered by the institution across all Programmes during the last five years Data Requirement for last five years: (As per Data Template) • Name of the new course introduced • Name of the Programme Formula**:** $\frac{\textbf{Number of new courses introduced during the last five years}}{\textbf{Number of courses offered during the last five years}} X\ \textbf{100}$ **File Description (Upload)** • Minutes of relevant Academic Council/BOS meeting • Any additional information • Institutional data in prescribed format (Data Template)	**30**
1.2.2 **Q_nM**	***Percentage of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented (Data for the latest completed academic year)*** 1.2.2.1: Number of Programmes in which CBCS/ Elective course system implemented. Data Requirements: (As per Data Template) • Names of all Programmes adopting CBCS • Names of all Programmes adopting elective course system Formula:	**10**

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	$\frac{\text{Number of Programmes in which CBCS or elective course system implemented}}{\text{Total number of Programmes offered}} \times 100$ **File Description (Upload)** • Any additional information • Minutes of relevant Academic Council/BOS meetings • Institutional data in prescribed format (Data Template)	

Key Indicator – 1.3 Curriculum Enrichment (30)

Metric No.		Weightage
1.3.1 **Q_lM**	***Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum*** Write description in maximum of 500 words **File Description (Upload)** • Any additional information • Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	**5**
1.3.2 **Q_nM**	***Number of value-added courses for imparting transferable and life skills offered during last five years*** 1.3.2.1: How many new value-added courses are added within the last 5 years Data Requirement for last five years: (As per Data Template) • Names of the value added courses with 30 or more contact hours • No. of times 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)	**10**
1.3.3 **Q_nM**	***Average Percentage of students enrolled in the courses under 1.3.2 above*** 1.3.3.1: Number of students enrolled in value-added courses imparting transferable and life skills offered year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years: (As per Data Template) • Names of the value added courses with 30 or more contact hours • No. of times offered during the same year • Total no. of students completing the course in the year	**10**

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	Formula: $\frac{\text{Number of students enrolled in the courses during the last five years}}{\text{Number of students}} \text{ X } 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ **File Description (Upload)** • Any additional information • List of students enrolled (Data Template)	
1.3.4 **Q_nM**	***Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year)*** 1.3.4.1:Number of students undertaking field project or research projects or internships Data Requirements: (As per Data Template) • Names of the Programme • No. of students undertaking field projects /research projects/ internships Formula**:** $\frac{\text{Number of students undertaking field projects or research projects or interships}}{\text{Total number of students}} \text{ X } 100$ **File Description (Upload)** • Any additional information • List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	**5**

Key Indicator – 1.4 Feedback System (20)

Metric No.		Weightage
1.4.1 **Q_nM**	***Structured feedback for design and review of syllabus – semester wise / year wise is received from*** 1) Students, 2) Teachers, 3) Employers, 4) Alumni **Options:** A. All 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above } **Opt one** Data Requirements: (As per Data Template)	**10**

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	Report of analysis of feedback received from different stakeholders year wise **File Description** • URL for stakeholder feedback report • Action taken report of the University on 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 processes 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 Stakeholder feedback report, Action taken report of the university 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**

Criterion II – Teaching-Learning and Evaluation (200)

Key Indicator - 2.1 Student Enrolment and Profile (10)

Metric No.		Weightage
2.1.1 **Q_nM**	***Demand Ratio (Average of last five years)*** 2.1.1.1: Number of seats available year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years**:** (As per Data Template) • Number of seats available in all the Programmes • Total number of eligible applications received • Total number of Seats filled against sanctioned seats Formula**:** $\frac{\textbf{Number of eligible applications received}}{\textbf{Number of seats available}} = \textbf{Ratio Per Year}$	**5**

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	Average Ratio $= \frac{\sum \text{Ratio per Year}}{5}$ **File Description (Upload)** • Any additional information • Demand Ratio (Average of Last five years) based on Data Template upload the document	
2.1.2 **Q_nM**	***Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)*** 2.1.2.1: Number of actual students admitted from the reserved categories year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years: (As per Data Template) • Number of students admitted from the reserved category • Total number of seats earmarked for reserved category as per GOI or State Government rule Formula: **Percentage per year** $= \frac{\text{Actual number of students admitted from the reserved categories}}{\text{Number of seats earmarked for reserved category as per GOI or State Government rule}} \times 100$ Average percentage $= \frac{\sum \text{Percentage per year}}{5}$ **File Description (Upload)** • Any additional information • Average percentage of seats filled against seats reserved (Data Template)	**2**

For Directorate of Distance Education (DDE only)

Metric No.		Weightage
2.1.3 **Q_nM**	Average variation in enrolment of learners in the DDE during the last five years Percentage of variation for i^{th} year $= \frac{\text{Enrolment in ith year in progrms of DDE}}{\text{Enrolment in (i-1)th year}} X\ 100$ **Geometric Mean** $= (\prod_{i=1}^{5} \text{Percentage of variation for ith year})^{1/5}$ **(note: Percentage of variation for the first year Assessment data to be considered as 100%)** **Upload** • Total enrolment data year wise authenticated by Registrar of the	**3**

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	University • As per Data Template Any other relevant information	

Key Indicator - 2.2 Catering to Student Diversity (20)

Metric No.		Weightage
2.2.1 QlM	***The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners.*** Write description in maximum of 500 words **File Description** • Paste link for additional information • Upload Any additional information	7
2.2.2 QnM	***Student - Full time teacher ratio (Data for the latest completed academic year)*** Data Requirement: • Total number of students enrolled in the institution • Total number of full time teachers in the institution Formula: Students **:** Teachers **File Description (Upload)** • Any additional information	10

For Directorate of Distance Education (DDE only)

Metric No.		Weightage
2.2.3 QnM	**Reaching out to employed persons -** Percentage of the employed learners who are enrolled year wise over the last five years 2.2.3.1 Number of employed learners (including self employed) enrolled programs of DDE year wise over the last five years 2.2.3.1 Number of learners (including self employed) enrolled in all programs of DDE year wise over the last five years	1

Year					
Number of employed learners Including self-employed in DDE Programs					

Formula:

$$\text{Percentage} = \frac{\text{Total Number of employed learners (including self employed) enrolled in programs of DDE}}{\text{Total number of learners admitted afresh in programs of DDE}} X\ 100$$

Upload:

- Number of employed learners authenticated by Registrar of the University
- As per Data Template
- Any other relevant information

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2.2.4 **Q_nM**	**Learners from Special Target Group: prison inmates -** Average number of prison inmates enrolled as learners during the last five years 2.2.4.1 Number of prison inmates enrolled as learners year wise during the last five years **Formula:** Average = $\frac{\sum_{i=1}^{5} \text{Numberof prison inmates enrolled as learners}}{5}$ **Upload:** • Number of prisoners enrolled authenticated by Registrar of the University • As per Data Template • Any other relevant information	**2**

Year					
Number of prison inmates enrolled as learners					

Key Indicator - 2.3 Teaching - Learning Process (30)

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*** Write description in maximum of 500 words **File Description** • Upload any additional information • Link for Additional Information	7
2.3.2 **Q_lM**	***Teachers use ICT enabled tools including online resources for effective teaching and learning processes*** Write description in maximum of 500 words **File Description** • Upload any additional information • Provide link for webpage describing the " LMS/ Academic management system"	7
2.3.3 **Q_nM**	***Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year data)*** 2.3.3.1: Number of mentors Number of students assigned to each Mentor Formula: Mentor : Mentee **File Description** • Upload year wise, number of students enrolled and full time teachers on roll.	**3**

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	• Circulars pertaining to assigning mentors to mentees mentor/mentee ratio	

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Metric No.		Weightage
2.3.4 Q_lM	***Development of Self-Learning Material (SLM) at DDE*** Process followed for development of Self-Learning Material by DDE. Write description in maximum of 500 words **Provide web-link to** • Policy document on SLM • Any other relevant information	**5**
2.3.5 QnM	**Availability of digitized SLMs for the learners - P**ercentage of programs offered by DDE having access to online SLMs 2.3.5.1 Number of programmes offered by DDE where learning material of the Institution are digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners during the last five years 2.3.5.2: Total number of Programs offered by the DDE For all the assessment Year | | Number of programmes offered by DDE for which the digitized content is available for the learners | | Total number of programs offered by DDE | | **Formula:** Percentage = $\frac{\text{Total Number of SLMs digitized in programs offered by DDE}}{\text{Total number of programmes in DDE}} X\ 100$ **Upload:** • Links to Digital repository of SLMs • Data template in Section B Any other relevant information	**5**
2.3.6 Q_lM	***Mechanism to provide academic counselling support at DDE*** A mechanism is in place at DDE to provide academic counselling support to learners enrolled in different programmes including strategies for learner participation and engagement as well as development of required competencies and skills Write description in maximum of 500 words **Provide web-link to** • Schedules of different counselling activities • Any other relevant information	3

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Key Indicator - 2.4 Teacher Profile and Quality (50)

<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)
• Number of full time teachers
• Number of sanctioned posts

Formula:
Percentage per year = $\frac{\textbf{Number of full time teachers}}{\textbf{Number of sanctioned posts}} \text{ X } \mathbf{100}$

$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$
File Description (Upload)
• Year wise full time teachers and sanctioned posts for 5 years (Data Template)
• Any additional information
• List of the faculty members authenticated by the Head of HEI</td><td>12</td></tr>
<tr><td>2.4.2

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

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

Formula:
Percentage per year =
$\frac{\textbf{Number of full time teachers with } \textit{Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.}}{\textbf{Number of full time teachers}} \text{ X } \mathbf{100}$

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

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2.4.3 **Q_nM**	***Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)*** 2.4.3.1: Total experience of full-time teachers Data Requirements: (As per Data Template) • Name and Number of full time teachers with years of teaching experiences Formula: $\frac{\text{Sum of total experience of full time teachers in the same institution}}{\text{Number of full time teachers}}$ **File Description (Upload)** • Any additional information • List of Teachers including their PAN, designation, dept and experience details (Data Template)	**10**
2.4.4 **Q_nM**	***Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years*** 2.4.4.1: Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years: (As per Data Template) • Number of full time teachers receiving awards from State, National, International level • Number of full time teachers Formula: $\frac{\text{Number of full time teachers receiving awards from state level,national level, international level during the last five years}}{\text{Average number of full time teachers during the last five years}} \times 100$ **File Description (Upload)** • Institutional data in prescribed format (Data Template) • Any additional information • e-copies of award letters (scanned or soft copy)	**7**

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Metric No.		Weightage
2.4.5 QnM	**Full-time teachers and other academics in positions –** Percentage of the sanctioned posts occupied by full-time teachers and other academics in DDE respectively year wise over the last five years	**3**

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	2.4.5.1: Number of Fulltime teachers and other academics appointed in DDE against the sanctioned post during last five years 2.4.5.2: Number of sanctioned post of full time teacher and other academics available in DDE **Formula:** Percentage = $\frac{\text{Number of Full–time teachers and other academics appointed in the DDE against the sanctioned post for the last five years}}{\text{Number of sanctioned posts for full–time teaches and other academics in the DDE for the last five years}} X\ 100$ **Upload:** • Details of full time teachers and other academics As per Data Template • List of the faculty members authenticated by the Registrar of the University • Any other relevant information	
2.4.6 QnM	**Learner : Academic Counsellor ratio** 2.4.6.1 Number of empanelled Academic Counsellors for the latest completed academic year: 2.4.6.2: Number of learners during the last completed academic year **Formula:** $\frac{\text{Number of learners druing the latest completed academic year}}{\text{Number of empanelled academic counsellors druing the latest completed academic year}}$ **Upload:** • Number of Academic Counsellors with details of total teaching experience for the preceding academic year • As per Data Template Any other relevant information	**3**

Key Indicator - 2.5 Evaluation Process and Reforms (30)

Metric No.		Weightage
2.5.1 **Q_nM**	***Average number of days from the date of last semester-end/ year-end examination till the declaration of results during the last five years*** 2.5.1.1: Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years **Year** | | | | | | **Number of days** | | | | | | Data Requirements for last five years: (As per Data Template)	**5**

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	• Semester wise/ year wise • Last date of the last semester-end/ year- end examination • Date of declaration of results of semester-end/ year- end examination • Number of days taken for declaration of the results • Average number of days for declaration of results during the last five years **File Description (Upload)** • Any additional information • List of Programmes and date of last semester and date of declaration of results (Data Template)	
2.5.2 **Q_nM**	***Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years*** 2.5.2.1: Number of complaints/grievances about evaluation year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years: • Number of complaints/grievances about evaluation • Total number of students appeared in the examinations Formula: Percentage per year = $\frac{\text{Number of complaints or grievances about evaluation}}{\text{Number of students appeared in the examination}} \text{ X } \mathbf{100}$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ **File Description (Upload)** • Any additional information • Number of complaints and total number of students appeared year wise	5
2.5.3 **Q_lM**	***IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution*** Write description in maximum of 500 words **File Description (Upload)** • Any additional information • Year wise number of applications, students and revaluation cases	**10**
2.5.4 **Q_nM**	***Status of automation of Examination division along with approved Examination Manual*** ***A. 100% automation of entire division & implementation of Examination Management System (EMS)*** ***B. Only student registration, Hall ticket issue & Result Processing*** ***C. Only student registration and result processing***	**5**

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	D. Only result processing ***E. Only manual methodology*** Data Requirements: (As per Data Template) **File Description (Upload)** • Current Manual of examination automation system • Annual reports of examination including the present status of automation • Current manual of examination automation system and Annual reports of examination including the present status of automation (Data Template) • Any additional information	

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Metric No.		Weightage
2.5.5 **Q_lM**	***Formative Assessment procedures at DDE*** Standard Operating Procedures employed for continuous (internal) assessment followed by the DDE Write description in maximum of 500 words **Provide web-link to** • Policy documents on Evaluation Methodology of DDE • Any other relevant information	**5**

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

Metric No.		Weightage
2.6.1 **Q_lM**	***The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents*** Write description in maximum of 500 words **File Description** • Upload any additional information • Paste 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 the level of attainment of POs , PSOs and COs in not more than 500 words. **File Description** • Upload any additional information • Paste link for Additional Information	**10**
2.6.3	***Average pass percentage of students***	**10**

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Q_nM	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 university examination Data Requirement: (As per Data Template) • Programme Code • Name of the Programme • Number of students appeared • Number of students passed • Pass percentage Formula: $\frac{\text{Total number of final year students who passed in the university examination}}{\text{Total number of final year students who appeared for the university examination}} \times 100$ **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 (30)

Metric No.		Weightage
2.7.1 **Q_nM**	***Online student satisfaction survey regarding teaching learning process. (for Conventional Students)*** **(Online survey to be conducted)** Data Requirements: (As per Data Template) • 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 NAAC along with the online submission of QIF) **File Description** • Upload any additional information • Upload database of all currently enrolled students (Data Template)	**20**

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Metric No.		Weightage

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2.7.2 **QnM**	***Online Learner Satisfaction Survey regarding teaching-learning process*** Furnish data regarding learner satisfaction with respect to teaching-learning process.(For Distance learners from Directorate of Distance Education) **The online survey would be conducted by NAAC** **Data Requirements**: (As per Data Template) • Name of the Learner / Gender • Name of the Programme enrolled • Learner Id number • Mobile number • Email id (Database of all currently enrolled Distance learners need to be prepared and shared with NAAC along with the online submission of QIF) **Upload:** • Database of all currently enrolled Distance Learners • As per Data Template • Any other relevant information	**10**

Criterion III – Research, Innovations and Extension (250)

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

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

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	Formula: $\frac{\text{The amount of seed money provided by institution to its teachers in the last 5 years}}{5}$ **File Description (Upload)** • Any additional information • Minutes of the relevant bodies of the University • Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized • List of teachers receiving grant and details of grant received (Data Template)	
3.1.3 **Q_nM**	***Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years*** 3.1.3.1: The number of teachers who received national/ international fellowship/financial support by various agencies for advanced studies / research year wise during the last five years **Year** | | | | | | **Number of teachers** | | | | | | Data Requirements for last five years: (As per Data Template) • Name of the teacher received national/ international fellowship/financial support by various agencies for advanced studies / research • Name of the award received • Year received • Awarding Agency **File Description (Upload)** • Any additional information • e-copies of the award letters of the teachers • List of teachers and their international fellowship details (Data Templates)	**3**
3.1.4 **Q_nM**	***Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years*** 3.1.4.1: The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirements for last five years: (As per Data Template) • Name of Research fellow • Year of enrolment	**4**

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	• Duration of fellowship • Type of the fellowship • Granting agency **File Description (Upload)** • Any additional information • List of research fellows and their fellowship details (Data Template)	
3.1.5 **Q_nM**	***Institution has the following facilities to support research*** ***1. Central Instrumentation Centre*** ***2. Animal House/Green House*** ***3. Museum*** ***4. Media laboratory/Studios*** ***5. Business Lab*** ***6. Research/Statistical Databases*** ***7. Mootcourt*** ***8. Theatre*** ***9. Art Gallery*** **Options:** A. Any 4 or more of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above Data Requirements: • Name of the facility • Year of establishment • Geotagged pictures **File Description** • Paste link of videos and geotagged photographs • Upload the list of facilities provided by the university and their year of establishment • Upload any additional information	**3**
3.1.6 **Q_nM**	***Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies (Data for the latest completed academic year)*** 3.1.6.1: The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies Data Requirements: (As per Data Template) • Name of the Department • Name of the Scheme • Name of the funding agency • Year of Award • Funds provided • Duration of award	**5**

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	Formula: $\frac{\text{Number of departments with UGC – SAP, CAS, DST – FIST, DBT, ICSSR and other similar recognitions}}{\text{Total number of departments offering academic programmes}} \text{X100}$ **File Description (Upload)** • Any additional information • e-version of departmental recognition award letters • List of departments and award details (Data Template)	

Key Indicator - 3.2 Resource Mobilization for Research (20)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>3.2.1

Q_nM</td><td>Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the Institution during the last five years (INR in Lakhs)

3.2.1.1: Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution 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 for last five years: (As per Data Template)
• Name of the Project/ Endowments, Chairs
• Name of the Principal Investigator
• Department of Principal Investigator
• Year of Award
• Funds provided
• Duration of the project

File Description (Upload)
• Any additional information
• e-copies of the grant award letters for research projects sponsored by non-government
• List of project and grant details (Data Template)</td><td>5</td></tr>
<tr><td>3.2.2

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

3.2.2.1: Total Grants for research projects sponsored by the government agencies year wise during the last five years (INR in</td><td>10</td></tr>
</table>

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	Lakhs) **Year** | | | | | | **INR in Lakhs** | | | | | | Data requirement for last five years: (As per Data Template) • Name of the Project • Name of the Principal Investigator • Department of Principal Investigator • Year of Award • Funds provided • Duration of the project • Funding Agency • Total amount of funds received **File Description (Upload)** • Any additional information • e-copies of the grant award letters for research projects sponsored by government • List of project and grant details (Data Template)	
3.2.3 **Q_nM**	***Number of research projects per teacher funded by government and non-government agencies during the last five years*** 3.2.3.1: Number of research projects funded by government and non-government agencies during the last five years 3.2.3.2 : Number of full time teachers worked in the institution during the last 5 years **Year** | | | | | | **Number** | | | | | | Data requirement for last five years: (As per Data Template) • Name of Principal Investigator • Duration of project • Name of the research project • Amount / Fund received • Name of funding agency • Year of sanction • Department of recipient Formula: **Total number of research projects funded by government and non – government agencies during the last five years** **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	**5**

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	• Paste Link for the funding agency website	

Key Indicator - 3.3 Innovation Ecosystem (30)

Metric No.		Weightage
3.3.1 **Q_lM**	***Institution has created an eco system 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
3.3.2 **Q_nM**	***Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years*** 3.3.2.1: Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year wise during the last five year **Year** | | | | | | **Number** | | | | | | Data Requirements for last five years: (As per Data Template) • 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)	**10**
3.3.3 **Q_nM**	***Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the last five years*** 3.3.3.1: Total number of awards / recognitions received for *research/*innovations won by institution/teachers/research scholars/students year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirements for last five years: (As per Data Template) • Name of the Awardee • Name of the Awarding Agency with contact details • Year of Award	5

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	File Description (Upload) • e- copies of award letters • Any additional information • List of innovation and award details (Data Template)	

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Metric No.		Weightage
3.3.4 QnM	**Workshops / seminars conducted on innovative practices in the DDE** 3.3.4.1 Total number of workshops/seminars conducted by DDE year wise over the last five years on: • Intellectual Property Rights (IPR); • Open Educational Resources (OERs); • Massive Open Online Courses (MOOCs); • Technology-Enabled Learning; • Learning Management System; • Development of e-content and Year | | | | | | Number of workshops / seminars | | | | | | **Upload:** • Report of the event/ link to the material developed • List of workshops/seminars over the last five years • As per Data Template • Any other relevant information	**5**
3.3.5 QnM	Innovative content developed at DDE in the form of e-modules / e-SLMs / MOOCsfor : • NMEICT • NPTEL • SWAYAM • e-PG Pathshala • e-SLMs • other MOOCs platform • Institutional LMS 3.3.3.1 Total number of e-content modules developed at the DDE for any of the platforms listed above. Year | | | | | | Number of innovative contents developed | | | | | | **Upload:** • List of the innovative contents developed over the last five years	**5**

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	• As per Data Template • Any other relevant information	

Key Indicators - 3.4 Research Publications and Awards (100)

Metric No.		Weightage
3.4.1 **Q_nM**	***The institution ensures implementation of its stated Code of Ethics for research*** 3.4.1.1 The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc) 3. Plagiarism check 4. Research Advisory Committee **Options:** A. All 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 **File Description (Upload)** • Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website • Any additional information	**5**
3.4.2 **Q_nM**	***The institution provides incentives to teachers who receive state, national and international recognitions/awards*** 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website **Options:** A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above Data Requirements: (As per Data Template2.4.4 of) • Name of the Awardee with contact details • Name of the Awarding Agency • Year of Award • Incentive details **File Description (Upload)** • e- copies of the letters of awards	**5**

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	• Any additional information • List of Awardees and Award details (Data Template)	
3.4.3 **Q_nM**	***Number of Patents published/awarded during the last five years*** 3.4.3.1: Total number of Patents published/awarded year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirements for last five years: (As per Data Template) • Name of the Patent published/awarded • Patent Number • Year of Award **File Description (Upload)** • Any additional information • List of patents and year it was awarded (Data Template)	**10**
3.4.4 **Q_nM**	***Number of Ph.D's awarded per teacher during the last five years*** 3.4.4.1: How many Ph.D's are awarded during the last 5 years 3.4.4.2 : Number of teachers recognized as guides during the last five years Data Requirements for last five years: (As per Data Template) • Name of the PhD scholar • Name of the Department • Name of the guide/s • Year of registration of the scholar • Year of award of PhD Formula: $\frac{\text{Number of Ph.D degrees awarded during the last five years}}{\text{Number of Teachers as a recognised guides during the last five years}}$ **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	**10**
3.4.5 **Q_nM**	**Research publications –** Number of research papers published per teacher of the institution in the Journals notified by UGC care list during the last five years 3.4.5.1 Number of research papers published by the faculty of the Institution in the Journals notified by UGC care list	**20**

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	<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of papers published</td><td></td><td></td><td></td><td></td><td></td></tr></table> **Formula:** $\frac{\text{Total Number of publications in UGC notified journals during the last five years}}{(2.5)\text{Number of teachers during the last five years}}$ **Upload:** • Web-link of research papers published • As per Data Template • Any other relevant informatio	
3.4.6 **Q_nM**	**Books and Chapters in edited volumes published per teacher.** 3.4.6.1 Number of books and chapters/ units in books/ SLMs published of 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 of books, chapters/ units in books/ SLMs published</td><td></td><td></td><td></td><td></td><td></td></tr></table> **Formula:** $\frac{\text{Total number of books and chapters, units in books, SLMs published during the last five years}}{(2.5)\text{ Number of teachers during the last five years}}$ **Upload:** • Web-link of publications • As per Data Template • Any other relevant information •	**15**
3.4.7 **Q_nM**	***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 Initiatives***	**10**

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	6. For Institutional LMS ***Options:*** ***A. Any 5 or more of the above*** ***B. Any 4 of the above*** ***C. Any 3 of the above*** ***D. Any 2 of the above*** **E. *None of the above*** Data Requirements: (As per Data Template) • Name of the teacher • Name of the module • Platform on which module is developed • Date of launching e-content • Number of platforms on which e-content has been developed by teachers **File Description (Upload)** • Any additional information • Give links or upload document of e-content developed • Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG) (Data Template)	
3.4.8 **Q_nM**	***Bibliometrics of the publications during the last five years based on average Citation Index in Scopus/ Web of Science/PubMed*** Data Requirements for last five years: • Title of the paper • Name of the author • Title of the journal • Year of publication • Citation Index Formula: $\frac{\text{0.5 X Total number of Citation in SCOPUS in five years + 0.5 X Total number of Citation in Web of Science in five years}}{\text{0.5 X Total number of Publication in SCOPUS in five years + 0.5 X Total number of Publication in Web of Science in five years}}$ **File Description (Upload)** • Any additional information • Bibliometrics of the publications during the last five years ** The Data obtained from inflibnet will be used for the purpose of calculation of scores.*	**13**
3.4.9 **Q_nM**	***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-Index of the University*** Data Requirements for last five years: • Title of the paper • Name of the author • Title of the journal • Year of publication	**12**

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

Key Indicator - 3.5 Consultancy (20)

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

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	• Audited statements of accounts indicating the revenue generated through consultancy • Any additional information List of consultants and revenue generated by them (Data Template)	

Key Indicators - 3.6 Extension Activities (40)

Metric No.		Weightage
3.6.1 **Q_lM**	***Extension activities in the neighbourhood community in terms of impact and sensitising 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	**6**
3.6.2 **Q_nM**	***Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years*** 3.6.2.1: Total number of awards received by the Institution, its teachers and students from Government / Government recognised bodies in recognition of the extension activities carried out year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years: (As per Data Template) • Name of the activity • Name of the Award/ recognition • Name of the Awarding Government/ Government recognized bodies • Year of the Award **File Description (Upload)** • Any additional information • Number of awards for extension activities in last 5 year (Data Template) • e-copy of the award letters	**10**
3.6.3 **Q_nM**	***Number of extension and outreach programmes conducted by the institution including those through NSS/NCC/Red cross/YRC etc. (including Government initiated programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs) during the last five years*** 3.6.3.1: Number of extension and outreach programmes conducted	**12**

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	by the institution through NSS/NCC/Red cross/YRC etc (including Government initiated programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs) year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years: (As per Data Template) • 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)	
3.6.4 **Q_nM**	***Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years*** 3.6.4.1: Total number of students participating in extension activities listed at 3.6.3 above year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years: (As per Data Template) • Name of the activity • Name of the scheme • Year of the activity • Number of students participating in such activities Formula: 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 (Upload)** • Report of the event • Any additional information • Average percentage of students participating in extension activities with Govt. or NGO etc (Data Template)	**12**

Key Indicator - 3.7 Collaboration (20)

Metric No.		Weightage

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3.7.1 **Q_nM**	***Number of collaborative activities with other institutions/ research establishments/industry for research and academic development of faculty and students per year*** 3.7.1.1: Total number of collaborative activities with other institutions/ research establishments/industry for research and academic development of faculty and students year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirements for last five years: (As per Data Template) • Title of the collaborative activity • Name of the collaborating agency with contact details • Source of financial support • Year of collaboration • Duration • Nature of the activity Formula $\frac{\text{Total Number of such activities during the last five years}}{5}$ **File Description (Upload)** • Copies of collaboration • Any additional information • Number of Collaborative activities for research, faculty etc (Data Template)	**10**
3.7.2 **Q_nM**	***Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years*** 3.7.2.1: Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirements for last five years: (As per Data Template) • Organisation with which MoU is signed • Name of the institution/ industry • Year of signing MoU • Duration • List the actual activities under each MoU • Year wise Number of students/teachers participated under MoUs **File Description (Upload)**	**10**

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	• e-copies of the MoUs with institution/ industry • Any additional information • Details of functional MoUs with institutions of national, international importance, other universities during the last five years (Data Template)	

Criterion IV – Infrastructure and Learning Resources (100)

Key Indicator - 4.1 Physical Facilities (35)

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

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		INR in lakhs					

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

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

Formula:

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

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

File Description

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

For Directorate of Distance Education (DDE only)

4.1.5 **Q_nM**	***Expenditure incurred for infrastructure augmentation of DDE*** Average percentage of expenditure incurred for infrastructure augmentation of DDE Expenditure incurred for infrastructure augmentation of DDE against total expenditure excluding salary year wise during the last five years (INR in lakhs)	**5**

Year					
Expenditure incurred for infrastructure augmentation for DDE					

Data requirements: (As per Data Template)

- Expenditure incurred for infrastructure augmentation year wise for five years
- Total expenditure of the DDE excluding salary year wise for five years

Formula: Percentage per year =

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	$$\frac{\text{Expenditure for infrastructure augmentation incurred for the DDE excluding salary}}{\text{Total expenditure excluding salary}} \text{ X } 100$$ $$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$ **Upload:** • Audited utilization statements of DDE • Budget allocation for infrastructure of DDE	
4.1.6 QnM	***Average percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities of DDE*** 4.1.6: Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year wise, during the last five years (INR in lakhs) **Data requirements**:(As per Data Template) • Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE year wise during the five years • Total expenditure of the DDE excluding salary year wise during the five years **Formula:** $$\frac{\text{Expenditure incurred in maintenance of physical facilities and academic support facilities of DDE every year}}{\text{Total expenditure excluding salary}} \text{ X } 100$$ $$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$ **Upload:** • Audited statements of accounts of DDE. • Budget and Statements of Expenditure of DDE • As per Data Template • Any other relevant information	**5**
4.1.7 QlM	***Academic counselling sessions held at DDE*** Regular conduct of academic counselling sessions (for theory and practical courses) at DDE during the preceding academic year Write description in maximum of 1000 words	**5**

Year					
Expenditure on maintenance of physical facilities and academic support facilities of DDE (INR in lakhs)					

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	Data requirement: (As per Data Template) • Name of Programme • Programme wise enrolment in the current session • Total number of programme wise counselling sessions held As per Data Template at DDE **Provide web-link to** • Records of Counselling sessions at DDE • Expenditure incurred on counselling sessions at DDE • As per Data Template • Any other relevant information	

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

4.2.1 **Q_lM**	***Library is automated using Integrated Library Management System (ILMS) and digitisation facility*** Describe the implementation of the automation of the Library and the digitization facility available and used in maximum of 500 words **File Description** • Upload any additional information • Paste link for additional information	**4**
4.2.2 **Q_nM**	***Institution has subscription for e-Library resources*** Library has regular subscription for the following: 1. e – journals 2. e-books 3. e-ShodhSindhu 4. Shodhganga 5. Databases **Options:** A. Any 4 or more of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above **File Description** • Upload any additional information • Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga Membership, etc. (Data Template)	**6**
4.2.3 **Q_nM**	***Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)*** 4.2.3.1: Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years (INR in Lakhs)	**5**

Year					
INR in lakhs					

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	Data Requirement for last five years: (As per Data Template) • Expenditure on the purchase of books • Expenditure on the purchase of journals in i^{th} year • Year of expenditure: Formula: $$\frac{1}{5} \times \sum_{i=1}^{5} Expd_i$$ Where: $\mathbf{Expd_i}$ = Expenditure in rupees on purchase of books and journals in i^{th} year **File Description (Upload)** • Any additional information • Audited statements of accounts • Details of annual expenditure for purchase of books and journals during the last five years (Data Template)	
4.2.4 **Q_nM**	***Percentage per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)*** 4.2.4.1: Number of teachers and students using library per day over last one year Data Requirements: • Upload last page of accession register details • per day login/online users 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 (Library accession register, online accession details to be provided as supporting documents)	**5**

Key Indicator – 4.3 IT Infrastructure (30)

4.3.1 **Q_nM**	***Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities(Data for the latest completed academic year)***	**5**

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	4.3.1.1: Number of classrooms and seminar halls with ICT-enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year) Data Requirements: (As per Data Template) • Number of classrooms with LCD facilities • Number of classrooms with Wi-Fi/LAN facilities • Number of seminar halls with ICT facilities Formula: $\frac{\text{Number of classrooms and seminar halls with ICT facilities}}{\text{Total number of classrooms/seminar halls in the institution}} \times 100$ **File Description** • Upload any additional information • Paste link for additional information • Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	
4.3.2 **Q_lM**	***Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility*** Providing the salient features of the IT Policy and describe the process of implementation and adherence to the policy, budgetary provisions made and utilized and the expansion plan in maximum of 500 words **File Description** • Upload any additional information • Paste link for additional information	**5**
4.3.3 **Q_nM**	***Student - Computer ratio (Data for the latest completed academic year)*** Number of students : Number of Computers available to students for academic purposes Data Requirements: • Number of computers for academic purposes in working condition • Total Number of students **File Description** • Upload any additional information • Student – computer ratio	**5**

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4.3.4 **Q_nM**	***Available bandwidth of internet connection in the Institution (Leased line)*** **Options:** A. ≥1 GBPS B. 500 MBPS - 1 GBPS C. 250 MBPS - 500 MBPS D. 50 MBPS - 250 MBPS E. <50 MBPS Data Requirements: • Available internet bandwidth **File Description** • Upload any additional information • Details of available bandwidth of internet connection in the Institution	**5**
4.3.5 **Q_nM**	***Institution has the following Facilities for e-content development*** 1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) 4. Mixing equipments and software for editing **Options:** A. All 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 Data Requirements: (As per Data Template) • 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 etc (Data Templates)	**5**

For Directorate of Distance Education (DDE only)

4.3.6 **QnM**	***ICT enabled facilities at DDE:*** Percentage of the rooms and seminar halls of the DDE with ICT enabled facilities (data as on date) 4.3.6.1 Number of rooms and seminar halls of the DDE (cumulative) with	**5**

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	ICT enabled facilities (data as on date) 4.3.6.2 Total number of rooms and seminar halls of the DDE (cumulative) (data as on date) **Data requirements**: (As per Data Template) • Number of rooms and seminar halls of the DDE (cumulative) with ICT enabled facilities (data as on date) • Total number of rooms and seminar halls of the DDE (cumulative) (data as on date) **Formula:** $\frac{\text{Number of rooms and seminar halls with ICT facilities at DDE}}{\text{Total number of rooms and seminar halls at DDE}} \text{x100}$ **Upload:** • Photographs of infrastructure facilities at DDE • As per Data Template • Any other relevant information	

Number of rooms and seminar halls of the DDE (cumulative) with ICT enabled facilities (data as on date)	
Total number of rooms and seminar halls of the DDE (cumulative) (data as on date)	

Key Indicator - 4.4 Maintenance of Campus Infrastructure (15)

4.4.1 **Q_nM**	***Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component 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) Data Requirement for last five years:(As per Data Template) • Non salary expenditure incurred • Expenditure incurred on maintenance of campus infrastructure Formula:	**10**

Year					
INR in lakhs					

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	Percentage per year = $\frac{\text{Expenditure on maintenance of physical and academic support facilities excluding salary component}}{\text{Total expenditure excluding salary component}} \text{ X } 100$ 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)	
4.4.2 **Q_lM**	***There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.*** Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a minimum of 500 word and maximum of 1000 words. **File Description** • Upload any additional information • Paste link for additional information • Policy details of systems and procedures for maintenance and utilization of physical, academic and support facilities – laboratory, library, sports complex, computers, classrooms, etc. in the Institution's website	**5**

Criterion V - Student Support and Progression (100)

Key Indicator - 5.1 Student Support (40)

5.1.1 **Q_nM**	***Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) (other than the students receiving scholarships under the government schemes for reserved categories) during the last five years*** 5.1.1.1: Number of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) (other than the students receiving scholarships under the government schemes for reserved categories) year wise during the last five years	**10**

Year					
Number					

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	Data Requirement for last five years:(As per Data Template) • Name of the scheme • Number of students benefiting Formula: $\text{Percentage per year} = \frac{\text{Number of students benefited by scholarships and freeships by institution, government and non-government agencies}}{\text{Number of students}} \text{ X } 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ **File Description** • Upload self attested letter with the list of students sanctioned scholarship • Upload any additional information • Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (Data Template)	
5.1.2 **Q_nM**	***Average percentage of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the last five years*** 5.1.2.1: Number of students benefited by career counselling and guidance for competitive examinations offered by the institution year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years:(As per Data Template) • Name of the scheme • Number of students who have passed in the competitive exam • Number of students placed Formula: $\text{Percentage per year} = \frac{\text{Number of students benefited by career counselling and guidance for competitive examinations offered by the institution}}{\text{Number of students}} \text{ X } 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	**9**

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	File Description (Upload) • Any additional information • Number of students benefited by career counselling and guidance for competitive examinations during the last five years (Data Template)	
5.1.3 **Q_nM**	***Following Capacity development and skills enhancement initiatives are taken by the institution*** ***1. Soft skills*** ***2. Language and communication skills*** ***3. Life skills (Yoga, physical fitness, health and hygiene)*** ***4. Awareness of trends in technology*** **Options:** **A.** All 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 Data Requirements: (As per Data Template) • Name of the capacity development and skills enhancement initiatives • 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 capacity development and skills enhancement initiatives (Data Template)	**5**
5.1.4 **Q_nM**	***The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*** ***1. Implementation of guidelines of statutory/regulatory bodies*** ***2. Organisation wide awareness and undertakings on policies with zero tolerance*** ***3. Mechanisms for submission of online/offline students' grievances*** ***4. Timely redressal of the grievances through appropriate committees*** **Options:** A. All 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above	**5**

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

For Directorate of Distance Education (DDE only)

5.1.5 **Q_lM**	***Pre-admission Counselling Services at DDE*** Activities undertaken by DDE for providing pre-admission counselling services to prospective learners and induction of newly enrolled learners at DDE Write description in maximum of 200 words **Provide web-link to** • Relevant information on activities undertaken at DDE • Any other relevant information	**2**
5.1.6 **Q_lM**	***Online Admission and Related Activitiesat DDE*** The status and process of online admission including payment of fees at DDE Write description in maximum of 200 words **Provide web-link to** • Online Admission and related activities at DDE • Any other relevant information	**2**
5.1.7 **Q_lM**	***Dispatch of Study Material to Learners by DDE*** Strategy followed by DDE for dispatch of study material to learners Write description in maximum of 200 words **Provide web-link to**	**2**

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

Material dispatch related activities at DDE
Any other relevant information

</td><td></td></tr>
<tr><td>5.1.8
QnM</td><td>
Attending to learners' queries in DDE

5.1.8.1: Modes/approaches employed by the DDE to attend to learners' queries include:

1. Automated interactive voice response system
2. Call centre
3. Online Help Desk
4. Social media
5. App based support
6. Chat Box
7. E-mail Support
8. Interactive radio counselling
9. Teleconferencing
10. Web-conferencing
11. Learner Services Centre/ Inquiry Counter
12. Postal communication

Options: (Choose any one of the below)

A. Any 8 or more of the above
B. Any 6-7of the above
C. Any 4-5 of the above
D. Any 1-3 of the above
E. None of the above
Upload:

• Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Learner Services Centre, any other
• As per Data Template
• Any other relevant information
</td><td>2</td></tr>
<tr><td>5.1.9</td><td>
Addressing learners' grievances – The Institution has a transparent mechanism for timely redressal of learner grievances.

Percentage of grievances received at HQ and redressed during the last five years

5.1.7.1 Number of grievances received at HQ 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 of grievances received</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td><td>3</td></tr>
</table>

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5.1.7.2 Number of grievances received at HQ that are redressed year wise during the last five years

Year					
Number of grievances received at HQ					

Data requirement: (As per Data Template)

- Number of grievances received at HQ and redressed year wise over the last five years

Formula:

Percentage = $\frac{\text{Total Number of grievances redressed at HQs}}{\text{Total number of grievances received at HQ}} \text{ X } 100$

Upload:

- Web link to Grievance Redressal Mechanism Committee for learners
- As per Data Template
- Any other relevant information

Key Indicator - 5.2 Student Progression (35)

5.2.1

Q_nM

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

10

5.2.1.1: 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 the last five years

Year					
Number					

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

Year					
Number					

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	Data Requirement for last five years: (As per Data Template) Number of students selected to • NET • SLET • GATE • GMAT • CAT • GRE • TOEFL • Civil Services • State government examinations Formula: $$\text{Percentage per year} = \frac{\text{Number of students qualifying in state or national or international level exams}}{\text{Number of students appeared for the state or national or International level exams}} \text{ X } 100$$ $$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$ **File Description (Upload)** • Upload supporting data for the same • Any additional information • Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	
5.2.2 **Q_nM**	***Average percentage of placement of outgoing students during the last five years*** 5.2.2.1: Number of placement of outgoing students year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years: (As per Data Template) • Name of the employer with contact details • Number of students placed Formula: $$\text{Percentage per year} = \frac{\text{Number of outgoing students placed}}{\text{Number of outgoing students}} \text{ X } 100$$ $$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$	**15**

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	File Description (Upload) • Self attested list of students placed • Upload any additional information • Details of student placement during the last five years (Data Template)	
5.2.3 **Q_nM**	***Percentage of recently graduated students who have progressed to higher education (previous graduating batch)*** 5.2.3.1: Number of recently graduated students who have progressed to higher education (previous graduating batch) Data Requirement : (As per Data Template) Number of students proceeding from • UG to PG • PG to MPhil • PG to PhD • MPhil to PhD • PhD to Post doctoral Formula: $\frac{\text{Number of outgoing students progressing to higher education}}{\text{Total number of final year students}} X100$ **File Description (Upload)** • Upload supporting data for student/alumni • Any additional information • Details of student progression to higher education (Data Template)	**6**

For Directorate of Distance Education (DDE only)

5.2.4 **Q_nM**	**Submission of assignments -** Percentage of learners submitting assignments 5.2.4.1 Number of learners enrolled in the preceding academic year (only newly enrolled in programmes offered by DDE) have submitted assignments as per the academic calendar 5.2.4.2 Total Number of learners enrolled in the preceding academic year (only in programmes offered by DDE who are newly enrolled) **Formula:** $\frac{\text{Number of Newly enrolled learneres in the preceding academic year who have submitted assignments as per the academic calendar}}{\text{Number of newly enrolled learners in the preceding academic year}} X100$ **Upload:**	**2**

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	• Web-link to academic calendar of the Institution • List of programmes on offer • Web-link of assignments of programmes on offer • As per Data Template • Any other relevant information •	
5.2.5 **Q_nM**	**Percentage of learners passed out term end examination** 5.2.5.2 Number of learners passed out the term end examination (only newly enrolled in programmes offered by DDE) 5.2.4.5 Total Number of learners enrolled in the preceding academic year (only in programmes offered by DDE who are newly enrolled) **Formula:** $\frac{\text{Number of newly enrolled learners passed in term end examination for the latest completed academic year}}{\text{Number of learners enrolled in the preceding academic year in the programs of DDE}} \times 100$ **Upload:** • List of programmes on offer • Web-link of examination schedule • Number of learners (only freshly enrolled)who have passed term end examination • As per Data Template • Any other relevant information	**2**

Key Indicator - 5.3 Student Participation and Activities (20)

5.3.1 **Q_nM**	***Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ national / international events (award for a team event should be counted as one) during the last five years*** 5.3.1.1: Number of awards/medals *won by students* for outstanding performance in sports/cultural activities at inter-university/state/ national/international level (award for a team event should be counted as one) year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years: (As per Data Template) • Name of the award/ medal • Inter-university/State/National/ International • Name of the event **File Description (Upload)**	**10**

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

Key Indicator - 5.4 Alumni Engagement (5)

5.4.1 **Q_IM**	***The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services during the last five years*** Describe contribution of alumni association to the institution within a maximum of 500 words	**2**

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	File Description • Paste link for additional information • Upload any additional information	
5.4.2 **Q_nM**	***Alumni contribution during the last five years (INR in lakhs)*** **Options:** **A. ≥ 100 Lakhs** **B. 50Lakhs - 100 Lakhs** **C. 20 Lakhs - 50 Lakhs** **D. 5 Lakhs - 20 Lakhs** **E. <5 Lakhs** Data Requirement for last five years (year wise): • Alumni association / Name of the alumnus • Quantum of contribution • Audited Statement of account of the institution reflecting the receipts. **File Description** • Upload any additional information	**3**

Criterion VI – Governance, Leadership and Management (100)

Key Indicator - 6.1 Institutional Vision and Leadership (10)

6.1.1 **Q_lM**	***The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance*** Write description in maximum of 500 words **File Description** • Paste link for additional information • Upload any additional information	**5**
6.1.2 **Q_lM**	***The effective leadership is reflected in various institutional practices such as decentralization and participative management.*** Write description in 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)

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6.2.1 **Q_lM**	***The institutional Strategic plan is effectively deployed.*** Describe one successfully implemented activity based on the strategic plan within a maximum of 500 words **File Description** • Strategic Plan and deployment documents on the website • Paste link for additional information • Upload any additional information	**3**
6.2.2 **Q_lM**	***The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.*** Write description in maximum of 500 words **File Description** • Paste link for additional information • Link to Organogram of the University webpage • Upload any additional information	**2**
6.2.3 **Q_nM**	***Institution Implements e-governance in its areas of operations*** 6.2.3.1 e-governance is implemented covering following areas of operation 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination **Options:** **A.** All 4 of the above **B.** Any 3 of the above **C.** Any 2 of the above **D.** Any 1 of the above **E.** None of the above Data Requirements: (As per Data Template) • Areas of e-governance o Administration o Finance and Accounts o Student Admission and Support o Examination • Name of the Vendor with contact details • Year of implementation **File Description (Upload)** • ERP (Enterprise Resource Planning) Document • Screen shots of user interfaces • Any additional information • Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	**5**

Key Indicator - 6.3 Faculty Empowerment Strategies (30)

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<table>
<tr><td>6.3.1

Q_lM</td><td>The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff
Write description in maximum of 500 words
File Description
• Paste link for additional information
• Upload any additional information</td><td>4</td></tr>
<tr><td>6.3.2

Q_nM</td><td>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

<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)
• Name of teacher
• Name of conference/ workshop attended for which financial support provided
• Name of the professional body for which membership fee is provided

Formula:
Percentage per year = $\frac{\text{Number of teachers provided with financial support to attend conferences,workshops and towards membership fee of professional bodies}}{\text{Number of full time teachers}} \text{ X } 100$

Average percentage = $\frac{\sum \text{Percentage per year}}{5}$
File Description
• Upload any additional information
• Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)</td><td>10</td></tr>
<tr><td>6.3.3

Q_nM</td><td>Average number of professional development / administrative training Programmes organized by the institution for teaching and non teaching staff during the last five years
6.3.3.1: Total number of professional development / administrative training Programmes organized by the Institution for teaching and non teaching staff year wise during the last five years

<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)</td><td>8</td></tr>
</table>

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	• Title of the professional development Programme organised for teaching staff • Title of the administrative training 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 HRDC or other relevant centres). • Reports of HRDC 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 undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course)*** 6.3.4.1: Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course)year wise during the last five years **Year** | | | | | | **Number** | | | | | | Data Requirement for last five years:(As per Data Template) • Name of teachers • Title of the Programme • Duration (From-to) Formula: Percentage per year = $\frac{\text{Total Number of teaching staff attending such Programmes}}{\text{Number of full time teachers}} \text{ X } 100$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ **File Description** • IQAC report summary • Reports of the Human Resource Development Centres (UGC	**8**

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	HRDC or other relevant centers). • Upload any additional information • Details of teachers attending professional development Programmes during the last five years (Data Template)	

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

6.4.1

Q_lM

Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

File Description

- Paste link for additional information
- Upload any additional information

4

6.4.2

Q_nM

Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

6.4.2.1: Total Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in ***Lakhs***)

Year					
INR in *Lakhs*					

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

- Name of the government bodies
- Funds/ Grants received

File Description (Upload)

- Annual statements of accounts
- Any additional information
- Details of Funds / Grants received from government bodies during the last five years (Data Template)

8

6.4.3

Q_nM

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

6.4.3.1: Total Grants received from non-government bodies, individuals, philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in ***Lakhs***)

Year					
INR in *Lakhs*					

6

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	Data Requirement for last five years:(As per Data Template) • Name of the non-government bodies/ individuals/ philanthropists • Funds/ Grants received **File Description (Upload)** • Annual statements of accounts • Any additional information • Details of Funds / Grants received from non-government bodies/ individuals/ philanthropists during the last five years (Data Template)	
6.4.4 **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	**2**

Key Indicator - 6.5 Internal Quality Assurance System (30)

6.5.1 **Q_lM**	***Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals*** Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words **File Description** • Paste link for additional information • Upload any additional information	**10**
6.5.2 **Q_nM**	***Institution has adopted the following for Quality assurance*** 1. Academic Administrative Audit (AAA) and follow up action taken 2. Conferences, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4. Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) **Options:** A. Any 5 or more 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	**10**

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	Data Requirement for last five years:(As per Data Template) **Quality initiatives** • AQARs prepared/ submitted • Academic Administrative Audit (AAA) and follow up action • Conferences, Seminars, Workshops on quality conducted • Collaborative quality initiatives with other institution(s) • Orientation programme on quality issues for teachers and students • Participation in NIRF • ISO Certification • NBA or any other certification received **File Description** • Paste web link of Annual reports of University • Upload e-copies of the accreditations and certifications • Upload any additional information • Upload details of Quality assurance initiatives of the institution (Data Template)	
6.5.3 **Q_lM**	***Incremental improvements made for the preceding five years with regard to quality (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	**10**

Criterion VII – Institutional Values and Best Practices (100)

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

Metric No.		Weightage
	Gender Equity	
7.1.1 **Q_lM**	***Measures initiated by the Institution for the promotion of gender equity during the last five years.*** Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words	**5**

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	Provide Web link to: • Annual gender sensitization action plan • Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children ***e.*** Any other relevant information	
	Environmental Consciousness and Sustainability	
7.1.2 **Q_nM**	***The Institution has facilities for alternate sources of energy and energy conservation measures*** 1. Solar energy ☐ 2. Biogas plant ☐ 3. Wheeling to the Grid ☐ 4. Sensor-based energy conservation ☐ 5. Use of LED bulbs/ power efficient equipment ☐ **Options:** A. All 5 or 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 ***Upload:*** • ***Geotagged Photographs*** • ***Any other relevant information***	**5**
7.1.3 **Q_lM**	***Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)*** • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management **Provide web link to** • Relevant documents like agreements/MoUs with Government and other approved agencies • Geotagged photographs of the facilities • Any other relevant information	**4**

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7.1.4 **Q_nM**	***Water conservation facilities available in the Institution:*** 1. Rain water harvesting ☐ 2. Borewell /Open well recharge ☐ 3. Construction of tanks and bunds ☐ 4. Waste water recycling ☐ 5. Maintenance of water bodies and distribution system in the campus ☐ **Options:** A. All 5 or 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 Upload : • Geotagged photographs / videos of the facilities • Any other relevant information	**4**
7.1.5 **Q_nM**	***Green campus initiatives include*** 7.1.5.1. The institutional initiatives for greening the campus are as follows: 1. Restricted entry of automobiles ☐ 2. Use of Bicycles/ Battery powered vehicles ☐ 3. Pedestrian Friendly pathways ☐ 4. Ban on use of Plastic ☐ 5. landscaping with trees and plants ☐ **Options:** A. All 5 or 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 **Upload** • Geotagged photos / videos of the facilities • Various policy documents / decisions circulated for implementation • Any other relevant documents	**4**
7.1.6 **QnM**	***Quality audits on environment and energy are regularly undertaken by the institution*** 7.1.6.1. The institutional environment and energy initiatives are confirmed through the following 1.Green audit ☐	**5**

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	2. Energy audit ☐ 3.Environment audit ☐ 4.Clean and green campus recognitions/awards ☐ 5. Beyond the campus environmental promotional activities ☐ **Options:** A. All 5 or 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 Upload: • Reports on environment and energy audits submitted by the auditing agency • Certification by the auditing agency • Certificates of the awards received • Any other relevant information	
7.1.7 **Q_nM**	***The Institution has disabled-friendly, barrier free environment*** 1. Built environment with ramps/lifts for easy access to classrooms. ☐ 2. Disabled-friendly washrooms ☐ 3. Signage including tactile path, lights, display boards and signposts ☐ 4. Assistive technology and facilities for persons with disabilities (*Divyangjan*) accessible website, screen-reading software, mechanized equipment ☐ 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material and screen reading ☐ **Options:** A. All 5 or 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 Upload: • Geotagged photographs / videos of the facilities • Policy documents and information brochures on the support to be provided • Details of the Software procured for providing the assistance • Any other relevant information	**4**

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	Inclusion and Situatedness	
7.1.8 **Q_lM**	***Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).*** ***Provide Web link to:*** • Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) • Any other relevant information.	**5**
	Human Values and Professional Ethics	
7.1.9 **Q_lM**	***Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*** Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words. ***Provide weblink to :*** • Details of activities that inculcate values; necessary to render students in to responsible citizens • Any other relevant information	**4**
7.1.10 **Q_nM**	***The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.*** 1. The Code of Conduct is displayed on the website ☐ 2. There is a committee to monitor adherence to the Code of Conduct ☐ 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff ☐ 4. Annual awareness programmes on Code of Conduct are organized ☐ **Options:** A. All 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	**5**

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	Upload: • Code of ethics policy document • Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes etc., in support of the claims. • Any other relevant information	
7.1.11 Q_lM	***Institution celebrates / organizes national and international commemorative days, events and festivals*** Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the last five years within 500 words Provide weblink to : • Annual report of the celebrations and commemorative events for the last five years • Geotagged photographs of some of the events • Any other relevant information	**5**

Key Indicator - 7.2 Best Practices (30)

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

Note:

Format for Presentation of Best Practices

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

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

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

4. **The Practice**

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

5. **Evidence of Success**

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

6. **Problems Encountered and Resources Required**

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

7. **Notes (Optional)**

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other Institutions (in about150 words).

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

Key Indicator - 7.3 Institutional Distinctiveness (20)

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

5. Evaluative Report of the Department

Name of the University…… Name of the Department……
Dist.……. State……..
Total Number of Departments in the institution….....

Sl. No.	Name of the Department	e.g. English	Zoology	Bio-Technology
1.	Year of Establishment			
2.	Is the Department part of a School/Faculty of the University			
3.	Names of programmes offered			
4.	Number of teaching posts Sanctioned/Filled			
5.	Number of Research Projects: Total grants received			
6.	Inter –institutional collaborative projects and Associated grants received			
	National collaboration			
	International collaboration			

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7.	Departmental projects funded by DST-FIST, UGC-SAP/CAS,DPE, DBT, ICSSR, AICTE etc., : Total grants received			
8.	Special research laboratories sponsored by / created by industry or corporate bodies			
9.	Publications:			
	Number of Papers published			
	Number of Books with ISBN			
	Number of Citation Index – range / average			
	Number of Impact Factor – range / average			
	Number of h-index			
10.	Details of patents and income generated			
11.	Areas of consultancy and income generated			
12.	Awards/Recognitions received at the National and International level by :			
	Faculty			
	Doctoral/Post doctoral fellows			
	Students			
13.	How many students have cleared Civil Services and Defence Services examinations, NET, SET (SLET), GATE and other competitive examinations			
14.	List of doctoral, post-doctoral students and research associates			
	From the host institution/university			
	From other institutions/universities			
15.	Number of Research Scholars/ Post Graduate students getting financial assistance from the University/State/ Central			

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

6. 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.

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- 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.

- The list of documents to be uploaded is only suggestive. If the Institution has any other relevant documents to substantiate its claims, the same may also be uploaded.

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Declaration by the Head of the Institution

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

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

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

Signature of the Head of the institution

with seal:

Place:

Date:

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Section C: Appendices

1. *Appendix I: Glossary & Notes*
2. *Appendix II: Abbreviations*
3. *Appendix III: Student Satisfaction Survey for Conventional Students*
4. *Appendix IV: Student Satisfaction Survey for Distance Learners*

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Appendix 1: Glossary & Notes

GLOSSARY

Academic Audit	:	An exercise which serves to provide assurance that the delegated responsibilities for quality and standards of academic provision are being appropriately discharged.
Academic Calendar	:	The schedule of the institution for the academic year, giving details of all academic and administrative events.
Academic Counselling	:	Informing, advising, guiding, tutoring and mentoring students individually or collectively on the curriculum; student tracking; providing feedback on performance; prevention of student dropout; and career prospects.
Academic Counsellor	:	A subject expert (teacher) who is competent to inform, advise, guide, tutor and mentor students on curriculum; facilitate the students in their progression in the course by providing feedback on their performance; finding solutions to the problems encountered by them and motivating them to successfully complete the programme of study.
Academic Consultant	:	A full time, temporary teacher/subject expert involved in preparation of Self Learning Material for the transaction of Curriculum.
Academic Flexibility	:	Choice offered to the students in the curriculum offering and the curriculum transactions.
Academic Session	:	An academic cycle of twelve months duration beginning either in January or in the month of July of every year
Accreditation	:	Certification of quality that is valid for a fixed period, which in the case of NAAC is five years
Advanced Learners	:	Students who perform very much better than the class averages
Assessment	:	Performance evaluation of an institution or its units based on certain established criteria
Assessors	:	Trained academics or experts who represent NAAC on peer teams.
Attainment of Course Outcomes (COs)	:	COs are to be attained by all students at the end of a formal course. While the method of computation of attainment of COs is not unique, each institution has to follow a well-defined direct method of computing CO attainment based on the student performance in all assessment instruments, and indirect method of computing COs through course exit survey of students
Benchmarks	:	An example of good performance that serves as a standard for comparison of one's own performance. It is a technique in which an institution measures its performance against

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		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	**:**	Ater mused to describe fuels that neither contribute to nor reduce the amount of carbon (measured in the release of carbondioxide) into the atmosphere.
Catering to Student Diversity	**:**	The strategies adopted by institution to fulfil the needs of a heterogeneous group of students.
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 programme. All UG and PG programmes, as per UGC, have to implement CBCS
Centre for Internal Quality Assurance	**:**	A Centre established by a Higher Educational Institution offering programmes in Open and Distance Learning mode for ensuring the quality of programmes offered by it including the services provided to the learners through internal quality monitoring mechanism and to ensure continuous improvement in the entire operations of the HEI.
Citation Index	**:**	The number of times a research papers is referred to by other researchers in refereed journals, and is a measure of validity of its contents.
Co-Curricular Activities	**:**	Activities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etc
Collaboration	**:**	Formal agreement/understanding between any two or more institutions for training, research, student/ faculty exchange or extension support.
Completion Rate (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.
Continuous Assessment	**:**	The assessment process followed by the HEI throughout the learning period, which determines the progress of the learners in achieving the expected learning outcomes and providing feedback for further improvement.
Constituencies	**:**	All the academic, administrative and support units of the institution.
Counselling	**:**	Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.

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Course	**:**	A course is a unit of 2 to 8 credits in a formal programme.
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.
Counselling Schedule	**:**	Details of sessions being offered, its time, location, academic counsellors, which students must know in order to register. The counselling schedule is published prior to the commencement of registration for each semester / session.
Credit	:	The study input of thirty hours required by a learner to acquire the prescribed level of learning (learning outcome) in respect of an ODL programme equivalent to one printed block comprising 3-4 units; comprehending the print material; listening to audio; watching video; attending counseling sessions; teleconferencing and preparing assignment responses.
Credit transfer	:	It is a term used by an HEI for granting credit to a student for educational experiences or courses undertaken at another institution. The courses under consideration for credit transfer are evaluated to see if the courses meet the requirements of the receiving institution in terms of curriculum content and design.
Criteria	**:**	Pre-determined standards of functioning of an institution of higher education that form the basis of assessment and accreditation as identified/defined by NAAC.
Cross Cutting Issues	**:**	Cross cutting issues refer to the abilities of students to have sufficient disciplinary knowledge, to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn outside school; and have the skills to enter careers of their choice.
Curriculum Design and Development	**:**	Process of defining the contents of units of study and usually obtained through needs assessment, feedback from stakeholders and expert groups. Curriculum design and curriculum development are procedures which are closely linked to the description of learning outcomes.
Cycles of Accreditation	**:**	An institution undergoing the accreditation process by NAAC for the first time is said to be in Cycle1 and the consecutive five year periods as Cycle 2, 3 and so on.
Degree	**:**	A degree means a degree specified under sub-section (3) of section 22 of the UGC Act, 1956.
Demand Ratio	**:**	The ratio of the number of seats available in a programme/institute to the number of valid applications

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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.
Directorates of Distance Education	:	Departments/ Centres/ Institutes exclusively established to offer programmes through ODL mode by conventional universities established by an Act of Parliament or State Legislature, Deemed to be universities declared by the Central Government under Section 3 of the University Grants Commission Act, 1956 and institutions of national importance declared by an Act of Parliament.
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-Shodh Sindhu	:	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 related to specific disciplines.
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 offered by institution for student empowerment and enrichment for

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Courses		effectively serving the society and participating in social and economic development.
Evaluation Process and Reforms	**:**	Assessment of learning, teaching and evaluation process and reforms to increase the efficiency and effectiveness of the system.
Examination Centre	**:**	A place where examinations are conducted for the Open and Distance Learning mode learners and is having the requisite infrastructure and adequate manpower for smooth conduct of examinations
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 programme
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 Programme	**:**	Programmes 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
Formative	**:**	The assessment process followed by the HEI throughout the learning period, which determines the progress of the learners in achieving the expected learning outcomes and

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Assessment		providing feedback for further improvement.
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.
Higher Educational Institutions (HEI)	:	Education, imparted by means of conducting regular classes or through distance education systems, beyond twelve years of schooling leading to the award of a Degree or Certificate or Diploma or Postgraduate Diploma.
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 programmes 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
Information Communication Technology (ICT)	:	Information and Communication Technology Consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services.
Impact Factor (IF)	:	A measure of the citations to science and social sciences journals. The impact factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication.

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Inclusion, Inclusiveness	**:**	Inclusiveness in educational institutions refers to the educational experiences practiced with reference to gender, ethnicity, social class and differently abled.
INFLIBNET Database	**:**	Information and Library Network Centre maintains a database on books, theses and serials
Infrastructure	**:**	Physical facilities like building, playfields, 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 issued in interpreting the content of a subject, phenomenon, theory or principle.
Internal Quality Assurance Cell (IQAC)	**:**	Forming Internal Quality Assurance Cell (IQAC) is to be established in every accredited institution as a post-accreditation quality sustenance measure. http://www.naac.gov.in/IQAC.asp
Internal Quality Assurance System (IQAS)	**:**	Self regulated responsibilities of the HEI 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,

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		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
Learner Support Centre (LSC)	**:**	Learner Support Centre is a Centre established by the Higher Education Institution in a College or Institute affiliated to a recognized university or a Government recognized Higher Educational Institution offering conventional mode programmes of equivalent level in the same broad areas under the relevant faculty and having all the necessary infrastructure and availability of appropriate number of qualified faculty not below the rank of qualified Assistant Professors of recognized Colleges or Institutes offering a similar programme for engaging theory contact sessions and supervising practical sessions in laboratory or field **.**
Learner Support Services	**:**	Services provided by a Higher Educational Institution in order to facilitate the acquisition of teaching-learning experiences by the learner to the prescribed level in respect of a programme of study.
Learning Management Systems	**:**	A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training Programmes. They help the instructor deliver material to the students, administer tests and other assignments, track student progress, and manage record-keeping. MOODLE is an example of open source LMS
Learning Outcomes	**:**	Specific intentions of a Programme or module, written in clear terms. They describe what a student should know, understand, or be able to do at the end of that Programme or module
Library as a Learning Resource	**:**	The library holdings in terms of titles of books, journals and other learning materials and technology aided learning mechanism, which enable the students to acquire information, knowledge and skills required for their study.
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
Modular Approach	**:**	The approach followed by an HEI in which the curriculum is divided into learning units called modules. A module is a well structured or self-contained learning unit which is complete with specific objectives, contents, teaching / learning strategies and assessment mechanism. A learner can exit from a programme after successful completion of a module(s) and will be certified.
Moodle	**:**	Moodle is a free and open-source learning management system (LMS) written in PHP and distributed under the GNU General Public License.

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New Technologies	:	Digital tools and resources (hardware and software) and their application in the field of education.
NIRF (National Institutional Ranking Framework)	:	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 and Distance Learning (ODL)	:	This is a mode of providing flexible learning opportunities by overcoming separation of teacher and learner using a variety of media, including print, electronic, online and occasional interactive face-to-face meetings with the presence of an Higher Educational Institution or Learner Support Services to deliver teaching-learning experiences, including practical or work experiences.
Open Educational Resources (OER)	:	Educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute.
Open University	:	They are single mode HEIs offering programmes through ODL mode, established by Acts of the Central or State Legislature, which impart education through distance education or Open and Distance Learning mode: using multiple media to impart instruction like print, audio, video, broadcasts, e-resources/ digital resources, etc and to support the learning endeavour of the distance learners.
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.
Other Academics	:	Academic staff other than teachers, appointed for implementation of the transaction of curriculum through organising and administering support services to the learners to facilitate their successful completion of programme of study.
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.

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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 NAAC has proposed a pre-qualifier test. It is a condition for peer team visit and will be based on Institutional system generated score (SGS) in all Q_nM after undergoing DVV process. As a Pre-qualifier, the institution should score at least 30% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees.
Problem Based Learning (PBL)	**:**	Is a student-centred pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication.
Programme	**:**	A range of learning experiences offered to students in a formal manner over a period of one-to-four years leading to certificates/ diplomas/ degrees. Examples: BA (Economics) BSc (Physics). All possible formal degree Programmes are identified by UGC
Programme Options	**:**	A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates.
Programme Outcomes (POs)	**:**	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	**:**	The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and

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Research Support System		other faculties.
Regional Centre (RC)	**:**	Regional Centre is the unit established or maintained by the University for the purpose of coordinating and supervising the work of the Learner Support Centres functioning in the operational area of the region. The RC ensures the smooth delivery of ODL programmes designed and developed by the University, with the help of its LSCs dna academic counsellors empanelled therein.
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 data base of peer-reviewed literature and quality web sources.
Self Learning Material (SLM)	**:**	Study material specially designed and developed for the learners, in print or non-print media, which is inter-alia self-explanatory, self-contained, self-directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study, but does not include textbooks or guide-books.
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).
SNIP(Source Normalized Impactper Person)	**:**	Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field?

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Slow Learners	**:**	Students who perform very much below the class averages
Special Learner Support Centre	**:**	A centre established by the HEI for imparting instruction to persons referred to in the Rights of Persons with Disabilities Act 2016, including the employees of Defence or Security Forces and jail inmates interested to study through the Open and Distance Learning mode. However, in case of programmes like those being developed by the Government for Skill Development or Lifelong Learning, the Study Centre or Learner Support Centre could be opened in Government institutions having capabilities for learner support services in the respective areas.
Stakeholder Relationship	**:**	Affiliation and interaction with groups or individuals who have an interest in the actions of the institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization.
Strategic Plan	**:**	A specific, action-oriented medium or long-term plan for making progress towards a set of institutional goals.
Strategy Development	**:**	Formulation of objectives, directives and guidelines with specific plans for institutional development.
Student Centric Methods	**:**	Methods of instruction that focus on products of learning by the students
Student Profile	**:**	The student community of the institution, their strength and the diversity in terms of economic and social strata, location and other demographic aspects such as gender, age, religion, caste, rural/ urban.
Student Progression	**:**	Vertical movement of students from one level of education to the next higher level successfully or towards gainful employment.
Student Support	**:**	Facilitating mechanism for access to information fee structure and refund policies and also guidance and placement cell with student welfare measures to give necessary learning support to the students.
Summative Assessment	**:**	It is the assessment of the learners at the end of the academic year to assess a student's mastery over the given subject areas and can typically be awarded a pass/fail grade/marks.
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.
Terminal Assessment	**:**	It is the assessment of the learners at the end of the academic year to **assess** a student's mastery over the given subject areas and can typically be awarded a pass/fail grade/marks.

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Twinning Programmes	**:**	An arrangement between two institutions where a provider in source country A collaborates with a provider in Country B to allow students to take course credits in Country B and/or in source Country A. Only one qualification is awarded by the provider in source Country A. Arrangements for twinning Programmes and awarding of degrees usually comply with national regulations of the provider in source Country A.
Value Added Courses	**:**	Courses of varying durations which are optional, and offered outside the curriculum that add value and helping them students in getting placed.

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NOTES

It is considered necessary to provide some exemplars for the different levels of learning outcomes at higher education level. While no agency has defined the POs of General Higher Education three year programme in India, POs of all professional Programmes 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

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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

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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

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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

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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

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CO3 Classify Phylum Porifera with taxonomic keys

CO4 Describe the phylum Coelenterata and its polymorphism

CO5 Write down the life history of Fasciola and its classification

CO6 Describe Phylum Nematoda and give examples of pathogenic Nematodes

CO7 Identify the characters of Phylum Annelida with its classification

CO8 Write down the classification and characteristics of Phylum Arthropoda

CO9 Identify the given Mollusca with respect to economic importance

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

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Appendix 2: Abbreviations

A&A (A/A)	-	Assessment and Accreditation
AC	-	Academic Council
ACM	-	Associates of Computing Machinery
AIM	-	Assessors Interaction Meetings
AISHE	-	All India Survey on Higher Education
AMC	-	Annual Maintenance Contract
AVRC	-	Audio-Visual Research Centre
AICTE	-	All India Council for Technical Education
AQAR	-	Annual Quality Assurance Report
ASC	-	Academic Staff College
BCUD	-	Board of College and University Development
BoM	-	Board of Management
BoS	-	Board of Studie
CAL	-	Computer Aided Learning
CAS	-	Career Advancement Scheme
CAT	-	Common Aptitude Test
CBCS	-	Choice Based Credit System
CD	-	Compact Diskette
CDC	-	College Development Council
CEC	-	Consortium for Educational Communication
CEC UG		Career Education Centre Under Graduate
CGPA	-	Cumulative Grade Point Average
CIQA	-	Centre for Internal Quality Assurance
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

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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
DCI	-	Dental Council of India
DDE	-	Directorate of Distance Education
DEB	-	Distance Education Bureau
DEC	-	Distance Education Council
DELNET	-	Developing Library Network
DEP	-	Distance Education Programmes
DLitt	-	Doctor of Literature
DRS	-	Direct Reception System
DSA	-	Departmental Special Assistance of UGC
DSc	-	Doctor of Science
DST	-	Department of Science and Technology
DVV	-	Data Validation and Verification
EC	-	Executive Committee
ECS	-	Elective Course System
ECP	-	Extended Contact Programme
EMRC	-	Educational Multimedia Research Centre
EMS	-	Examination Management System
EPC	-	Enhancement of Professional Competency
ERP	-	Enterprise Resource Planning
FDP	-	Faculty Development Programme
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
GC	-	Governing Council

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GST	-	Goods and Services Tax
HEI	-	Higher Education Institute
HQs	-	Headquarters
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
ILMS	-	Integrated Library Management System
INR	-	Indian Rupees
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
ISBN	-	International Standard Book Number
ISSN	-	International Standard Serial Number
IUC	-	Inter University Centre
KI	-	Key Indicator
KI-GP(s)	-	Key Indicator-wise Grade Point(s)
LAN	-	Local Area Network
LSC	-	Learners Support Centre
MCI	-	Medical Council of India
MHRD	-	Ministry of Human Resource and Development
MoA	-	Memorandum of Association

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MoC	-	Memorandum of Contract
MOOC	-	Massive Open Online Courses
MoU	-	Memorandum of Understanding
MIR	-	Minimum Institutional Requirements
MIS	-	Management Information System
NAAC	-	National Assessment and Accreditation Council
NCG	-	National Consultative Group
NCTE	-	National Council for Teacher Education
NET	-	National Eligibility Test
NIRF	-	National Institutional Ranking Framework
NGO	-	Non Governmental Organization
NME-ICT	-	National Mission on Education through Information and Technology
NPE	-	National Policy on Education
NPTEL	-	National Programmed Technology Enhanced Learning
OBC	-	Other Backward Class
ODL	-	Open and Distance Learning
OER	-	Open Educational Resource
OMR	-	Optical Mark Recognition
OPAC	-	Online Public Access Catalogue
OU	-	Open University
PCI	-	Press Council of India
PDP	-	Professional Development Programme
PG	-	Post Graduate
Ph.D.	-	Doctorate of Philosophy
POA	-	Programme of Action
PPR	-	Programme Project Report
PTR	-	Peer Team Report

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PwD	-	Persons with Disabilities
QA	-	Quality Assurance
QAA	-	Quality Assurance Agency
QIF	-	Quality Indicator Framework
Q_lM	-	Qualitative Metrics
Q_nM	-	Quantitative Metrics
RC	-	Regional Centre
RCI	-	Rehabilitation Council of India
SAP	-	Special Assistance Programme
SC	-	Scheduled Caste
SET/SLET	-	State Level Eligibility Test
SJR	-	SCImago Journal Rank
SGS	-	System Generated Scores
SLM	-	Self Learning Material
SLQACC	-	State Level Quality Assurance Co-ordination Committee
SNIP	-	Source Normalized Impact per Paper
SSR	-	Self-Study Report
SSS	-	Student Satisfaction Survey
ST	-	Scheduled Tribe
SWOC	-	Strengths, Weaknesses, Opportunities and Challenges
TEE	-	Term End Examination
TEI	-	Teacher Education Institution
TOEFL	-	Test of English as a Foreign Language
UG	-	Under Graduate
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

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URL	-	Uniform Resource Locator
Wi-Fi	-	**Wireless Fidelity**
YRC	-	Youth Red Cross

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Appendix III : Student Satisfaction Survey for Conventional Students

ONLINE STUDENT SATISFACTION SURVEY QUESTIONNAIRE

Under Criterion II of Teaching –Student and Evaluation

Student Satisfaction Survey: Key Indicator - 2.7.1

(Weightage 20)

Questionnaire is available in the NAAC website - following is the link

http://www.naac.gov.in/docs/Apply%20now/SSS-Questinnaire_Students.pdf

Same Survey as administered to General Universities

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Appendix IV: Learner Satisfaction Survey for Distance Learners

(Directorate of Distance Education-DDE)

ONLINE LEARNER SATISFACTION SURVEY QUESTIONNAIRE

Under Criterion II of Teaching – Learning and Evaluation

Learner Satisfaction Survey: Key Indicator - 2.7.2

(weightage 10)

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Guidelines for Learners

NAAC (National Assessment and Accreditation Council), a body of the UGC is conducting a Learner Satisfaction Survey regarding Teaching-learning and Evaluation in your University. This will help us to upgrade the quality of Higher Education in the country.

There are a total of 21 questions in the survey. Of these the first 20 questions are MCQ type where you are expected to select the most appropriate choice. Question 21 is open ended wherein you are expected to give your honest opinion on the Directorate of Distance Education (DDE) of the University in terms of its strengths and weaknesses and suggestions for its improvement.

Please provide your personal details here:

Name : _____

Age: _____

Gender: (Male / Female / Transgender) : _____

Name of the University you are enrolled with: _____

The programme of study you are enrolled in: _____

Level of the programme: _____

Instructions to fill the questionnaire

- All questions should be compulsorily attempted.
- Each question has five responses, choose the most appropriate one.
- The response to the question no. 21 should be your honest opinion on the DDE of the University in terms of its strengths and weaknesses and suggestions for its improvement.

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Answer the following questions based on your experience in the institution you are enrolled with

1. Induction programme conducted by the DDE, where you are studying was useful
   4– Strongly Agree ☐

   3–Agree☐

   2– Neutral ☐

   1– Disagree ☐

   0– Strongly disagree ☐

2. The study material for the programme was comprehensive and easy to understand with useful illustrations of concepts and examples
   4– Strongly Agree ☐

   3–Agree☐

   2– Neutral ☐

   1– Disagree ☐

   0– Strongly disagree

3. The assignments were very useful in grasping of the content given in the Study Material
   4– Strongly Agree ☐

   3–Agree☐

   2– Neutral ☐

   1– Disagree ☐

   0– Strongly disagree ☐

4. The academic counselling provided facilitated the understanding of study material provided to you
   4– Strongly Agree ☐

   3–Agree☐

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2– Neutral ☐

1– Disagree ☐

0– Strongly disagree ☐

5. The academic counsellors were qualified and well prepared for conducting the counselling sessions

4– Strongly Agree ☐

3–Agree☐

2– Neutral ☐

1– Disagree ☐

0– Strongly disagree ☐

6. The DDE adhered to schedule of admissions and term end examinations.

4– Strongly Agree ☐

3–Agree☐

2– Neutral ☐

1– Disagree ☐

0– Strongly disagree ☐

7. The counselling sessions organized helped you to clear doubts and keep you on track

4– Strongly Agree ☐

3–Agree☐

2– Neutral ☐

1– Disagree ☐

0– Strongly disagree ☐

8. The learner centric methods used by the DDE to promote learning, enhanced your problem solving skills, employability skills, life skills and made your ready for the world of work

4– Strongly Agree ☐

3–Agree☐

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2– Neutral ☐

1– Disagree ☐

0– Strongly disagree ☐

9. Online services provided to you were easily accessible and useful

4– Strongly Agree ☐

3–Agree☐

2– Neutral ☐

1– Disagree ☐

0– Strongly disagree ☐

10. The internal assessment through assignments was fair and timely

4– Strongly Agree ☐

3–Agree☐

2– Neutral ☐

1– Disagree ☐

0– Strongly disagree ☐

11. Your queries were promptly addressed by the DDE

4– Strongly Agree ☐

3–Agree☐

2– Neutral ☐

1– Disagree ☐

0– Strongly disagree ☐

12. The term end examination was conducted fairly and the sanctity of the examination was maintained

4– Strongly Agree ☐

3–Agree☐

2– Neutral ☐

1– Disagree ☐

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0– Strongly disagree ☐

13. The results of term end examinations were declared timely

4– Strongly Agree ☐

3–Agree☐

2– Neutral ☐

1– Disagree ☐

0– Strongly disagree ☐

14. The academic programme which you are pursuing, had all the requisite academic content to achieve the expected competency

4– Strongly Agree ☐

3–Agree☐

2– Neutral ☐

1– Disagree ☐

0– Strongly disagree ☐

15. Electronic media (Audio and Video including radio interactions) was useful for supplementing the teaching learning process

4– Strongly Agree ☐

3–Agree☐

2– Neutral ☐

1– Disagree ☐

0– Strongly disagree ☐

16. The grievance redressal mechanism of the DDE was effective

4– Strongly Agree ☐

3–Agree☐

2– Neutral ☐

1– Disagree ☐

0– Strongly disagree ☐

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17. The information available on the University website/mobile app was very useful

4– Strongly Agree ☐

3–Agree☐

2– Neutral ☐

1– Disagree ☐

0– Strongly disagree ☐

18. .The study material provided in digital form was equally useful

4– Strongly Agree ☐

3–Agree☐

2– Neutral ☐

1– Disagree ☐

0– Strongly disagree ☐

19. You received the Self Learning Materials(Printed blocks/modules) on regular basis

4 – Complete set of material

3 – 75% of the material

2 – 50% of the material

1– 25% of the material

0 – None of the material

20. How will you rate the overall teaching-learning experience in the DDE?

4– Excellent ☐

3–Very Good ☐

2– Good ☐

1– Satisfactory ☐

0– Unsatisfactory ☐

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21. a) Please give your honest opinion on the DDE in terms of its strengths and weaknesses

_____
_____
_____
_____
_____

b) Please give suggestions for the improvement of the functioning of the DDE_____
_____
_____
_____

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For Communication with **NAAC**

The Director

National Assessment and Accreditation Council (NAAC)

(An Autonomous Institution of the University Grants Commission)

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

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