

NAAC

INSTITUTIONAL ACCREDITATION

**MANUAL
FOR
SELF-STUDY REPORT
FOR
DUAL MODE UNIVERSITIES**

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 NAAC/UGC/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..

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.

I. INTRODUCTION

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

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

Vision and Mission

The vision of NAAC is:

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

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

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

Striving to achieve its goals as guided by its vision and mission statements, NAAC primarily focuses on assessment of the quality of higher education institutions in the country. The NAAC methodology for Assessment and Accreditation is very much similar to that followed by Quality Assurance (QA) agencies across the world and consists of self-assessment by the institution along with external peer assessment organized by NAAC.

Core Values

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

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

(i) Contributing to National Development

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

(ii) Fostering Global Competencies among Students

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

(iii) Inculcating a Value System among Students

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

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

(iv) Promoting the Use of Technology

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

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

(v) Quest for Excellence

Contributing to nation-building and skills development of students, HEIs should demonstrate a drive to develop themselves into centres of excellence. Excellence in all that they 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 30% of system generated score
- introducing *System Generated Scores (SGS)* with combination of online evaluation (about 70%) and peer judgement (about 30%)
- in introducing the element of *third party validation* of data
- in providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges
- in revising several metrics to bring in enhanced participation of students and alumni in the assessment process

Focus of Assessment

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

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 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 Curriculum Design and Development
 - 1.2 Academic Flexibility
 - 1.3 Curriculum Enrichment
 - 1.4 Feedback System
-

1.1 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 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.

1.2 Academic Flexibility

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

1.3 Curriculum Enrichment

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

provide a wide range of such “value-added” courses for students to choose from according to their interests and inclinations.

1.4 Feedback System

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

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

Criterion II: - Teaching Learning and Evaluation

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

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

KEY INDICATORS

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

2.1 Student Enrolment and Profile

The process of admitting students to the programmes is through a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory/governing agencies including state and central governments. Apart from the compliance to the various regulations the institution 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 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 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 should also be replicated for the DDE. This is the reason the revised assessment framework of NAAC adopts survey of student satisfaction.

Criterion III: - Research, Innovations and Extension

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

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

KEY INDICATORS

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

*Not Applicable to Affiliated Colleges

3.1 Promotion of Research and Facilities

The promotion of research is a significant responsibility of the HEIs particularly for Universities without which a ‘research culture’ on campus cannot be 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 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 persons engaged in research at various levels. Consultancy shows the credibility of the

university's research acumen in the outside world. While the university personnel extend their expertise to other agencies the university also generates some revenue along with the research faculty. For this it is necessary that the university has a formalized policy on consultancy with clear specification of revenue sharing between the teacher and the institution. This may not be a formalized aspect of a college.

3.6 Extension Activities

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

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

3.7 Collaboration

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

Criterion IV: - Infrastructure and Learning Resources

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

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

KEY INDICATORS

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

4.1 Physical Facilities

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

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 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.

5.3 Student Participation and Activities

The institution promotes inclusive practices for social justice and better stakeholder relationships. The institution promotes value- based education for inculcating social responsibility and good citizenry amongst its student community. The institution has the

required infrastructure and promotes active participation of the students in social, cultural and leisure activities. Encouraging students' participation in activities facilitates developing various skills and competencies and foster holistic development.

5.4 Alumni Engagement

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

Criterion VI: - Governance, Leadership and Management

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

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

KEY INDICATOR

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

6.1 Institutional Vision and Leadership

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

6.2 Strategy Development and Deployment

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

6.3 Faculty Empowerment Strategies

The process of planning human resources including recruitment, performance appraisal and planning professional development programmes and seeking appropriate feedback, analysis of responses and ensure that they form the basis for planning. Efforts are

made to upgrade the professional competence of the staff. There are mechanisms evolved for regular performance appraisal of staff.

6.4 Financial Management and Resource Mobilization

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

6.5 Internal Quality Assurance System (IQAS)

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

Criterion VII: - Institutional Values and Best Practices

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

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

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

KEY INDICATORS

7.1 Institutional Values and Social Responsibilities

- 7.2 Best Practices
 - 7.3 Institutional Distinctiveness
-

7.1 Institutional Values and Social Responsibilities

The institution organizes gender equity promotion programmes. The institution displays sensitivity to issues like climate change and environmental issues. It adopts environment friendly practices and takes necessary actions such as – energy conservation, rain water harvesting, waste recycling (solid/liquid waste management, e-waste management), carbon neutral, green practices etc. The institution facilitates the 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.

IV. ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION BY NAAC

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

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

- a. Provided the Institutions /Deemed –to-be Universities and their off-campus if any are approved by MHRD/UGC. NAAC will not consider the unapproved off-campus for A&A.
- b. Provided that these institutions have regular students enrolled in to the full time teaching and Research programmes offered on campus.
- c. Provided further that the duly established campuses within the country, if any, shall be treated as part of the Universities / Institutions of National Importance for the A&A process.
- d. NAAC will not undertake the accreditation of off-shore campuses

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

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

3. Any other HEIs at the discretion of NAAC.

Note:

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

V. 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 137 Metrics for Universities covering the seven Criteria described earlier. The SSR has two kinds of Metrics: one, those requiring quantifiable facts and figures as data which have been indicated as ‘*quantitative metrics*’ (Q_nM); and two, those metrics requiring descriptive responses and are accordingly named ‘*qualitative metrics*’ (Q_lM). Table 1 depicts the distribution of Key Indicators (KIs) and Metrics across them.

Table 1: Distribution of Metrics and KIs across Criteria

Type of HEIs	Universities	Dual Mode Universities
Criteria	7	7
Key Indicators (KIs)	34	34
Qualitative Metrics (Q_lM)	38	35+08(43)
Quantitative Metrics (Q_nM)	99	96+17 (113)
Total Metrics (Q_lM + Q_nM)	137	156

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	50
	1.2 Academic Flexibility	50	50
	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

	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	20+10
	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

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

VI. PROCEDURAL DETAILS


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

1. Eligible HEIs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online any time during the year starting from August 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 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. 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_iM).
7. 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_iM) will be reviewed by the Peer Team on site only after the institution clears the Pre-qualifier stage.
8. 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 in not more than 30 days.
9. **Pre-qualifier:** The Quantitative Metrics (Q_nM) of SSR will be sent for Data Validation and Verification (DVV) Process. After DVV process, a DVV Deviation report will be generated. On the basis of the Deviation report, the A&A process will proceed further as per the following conditions:
 - a) HEI whose Metrics are found to be deviated will be liable for the penalty or legal action. Their first installment of accreditation fees will also be forfeited, and the name of such HEI will be sent to statutory authorities for further actions.
 - b) HEI that clears the DVV process will proceed for Peer Team Visit with a condition of a Pre-qualifier, that the HEI should score at least 30% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees. Such HEIs are eligible to apply again only after six months from the day of declaration of Pre-qualification status.
10. After the DVV process, NAAC will intimate the HEI, within 10 days stating that they have successfully cleared the Pre-qualifier. This indicates that the institution has

entered the next round of assessment to be done by the Peer Team during their on-site visit. The focus of Peer Team visit will be on the 30% Qualitative Metrics (Q₁M).

11. **Student Satisfaction Survey (SSS):** It will be conducted as per the following conditions:
 - a) SSS will be conducted simultaneously with DVV process.
 - b) Institutions will have to submit the entire database of students with e-mail/mobile numbers, at the time of filling of online SSR itself.
 - c) The SSS questionnaire (20 objective & 01 subjective) will be e-mailed to all students of the DMU both conventional learners and distance learners and the following rule will be applied for processing the responses.
 - i. For Dual Mode Universities – 10% of the student population or 500, whichever is lesser.
 - d) If the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation.
 - e) SSS will be completed within one month after its initiation.
12. Peer Team visit of the institution should not exceed three months after clearance of Pre-qualifier stage.
13. Based on the size and scope of academic offerings at the HEIs, the number of days and experts for onsite visit may vary from 2-3 days with 2-5 expert reviewers visiting the institutions. The visiting teams' role would be very specific in the revised model limited to Qualitative Metrics (Q₁M). The teams would play an important role in reviewing the intangible aspects.
14. Unlike in the past NAAC will not pre-disclose the details of the visiting teams and HEIs will not be responsible for Logistics for the Visiting Teams. Hence forth NAAC will directly take care of all the logistics regarding the Peer Teams visiting the institutions. All payment towards TA, DA, Honorarium, etc., will be directly paid by NAAC to the nominated members. There would be no financial transactions between the Institution and the visiting NAAC team.
15. 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.
16. **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 limits for the documents to be uploaded for various Metrics, if the size of the document exceeds that limit, Institution may upload the same in their own website

with password protection, if required. The link of the said uploaded document should be given in the portal.

- The data of the students (conventional learners 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.

17. 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 be allowed to apply for A&A only after a period of one year from the date of submission of SSR.
- 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.
- The fees submitted by HEI for Assessment and Accreditation process so far will be forfeited.

18. 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. If even beyond the extension, the institution does not comply the DVV clarification process, the assessment and accreditation of such institutions can be terminated at the level of DVV clarification. The institution will forfeit the fees paid for IIQA and SSR 1st installment. Such institutions shall reapply for accreditation after one year of cooling period by submission of IIQA and filling SSR afresh.

VII. ASSESSMENT OUTCOME

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

PART I - Peer Team Report

- Section 1: Gives the **General Information** of the institution and its context.
- Section 2: Gives Criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a **qualitative, descriptive assessment report** based on the Peer Team’s critical analysis presenting strengths and weaknesses of HEI under each Criterion
- Section 3: Presents an **Overall Analysis** which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.

- Section 4: Records **Recommendations for Quality Enhancement of the Institution** (not more than **10** major ones).

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

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

PART III - Institutional Grade Sheet

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

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

Calculation of Institutional CGPA

The CGPA will be calculated based on the scores obtained from the three sources, viz., The System Generated Scores (SGS) of the quantitative metrics 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”.

VIII. MECHANISM FOR INSTITUTIONAL APPEALS

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

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

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

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

IX. RE-ASSESSMENT

Institutions, which would like to make an improvement in the accredited status, may volunteer for re-assessment, after 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. However, the institution shall make specific responses based on the recommendations made by the peer team in the previous assessment and accreditation report, as well as the specific quality improvements made by the institution in the intervening period. The fee structure and other process would be as per the current procedures of Assessment and Accreditation (more details can be obtained from

NAAC website). Institutions that volunteer for re-assessment will not be eligible for fee waiver and reimbursement of accreditation expenses.

X. SUBSEQUENT CYCLES OF ACCREDITATION

The methodology for subsequent cycles of accreditation remains the same. However, due consideration would be given to the post-accreditation activities resulting in quality improvement, quality sustenance and quality enhancement. In the SSRs institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four years (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.

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

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

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

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

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

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

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

XI. THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS (w.e.f. August 2019)

1. IIQA Fee	
For Registration – applicable to all institutions i.e., recognized 12B of UGC Act, 1956 / not recognized	
Process	Total amount of Assessment and Accreditation (A&A) Fee Amount 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 Dual Mode Universities		
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)
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.		

Note:

3. Balance amount 50%

- 50% of the stipulated fee+ applicable taxes along with online submission of Self-study Report (SSR) (Non-refundable).
- The pre-qualified HEIs will be asked to pay balance 50% of the stipulated fees+ applicable taxes as shown in column 2 and 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.**

4. 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:-

- For University the Fee structure of logistics will be 3,00,000 + GST 18% for 3 or more days of visit.

5. Appeals Mechanism and Fee:

Review of Accreditation (grievance) Rs. 1,00,000/- + GST 18% as applicable from time to time. Institution shall pay TA and Honorarium to Peer Team Members through

NAAC. In case of decision by the Appeals committee, the logistic fee applicable as mention in point 5.

6. 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.

7. Provision for Reimbursement of A&A fees and PTV logistics fees for UGC recognized institutions under 2f & 12B.

Institutions which are recognized under section 2(f) and 12B of UGC Act, 1956 and receiving the General Developmental Grants from UGC 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, as and when NAAC receives grants from UGC.

8. Mode of Payment:

Online:

The fees should be paid online through the online payment option available in the HEI portal.

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

HEIs applying for A&A process should take note of the changes in the assessment process. It must be noted that the **SSR has to be submitted online only through portal. The portal will be made available to the Institution on the NAAC website in ‘Apply Online Tab’**. It would be helpful if the institution read the Manual 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 prepare the write ups explicating the highlights of the sought details about the institution without wasting space/words on 'frill' details.
- The online formats (templates) for submitting data with respect to Quantitative Metrics (QnM) is given in Sub Section 7 of Section B. The same template in excel format can be downloaded from 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 and Notes. This will help in clear understanding of the terms used in the Quality Indicator Framework (QIF).
- For Metric related to finance the preceding financial year (1st April to 31st March) may be used to consolidate data, for publication related data preceding calendar year (1st January to 31st December) data to be entered and for the other metrics the preceding academic year may be taken for data to be entered in 'data capturing format' of portal. Wherever the requirement of current year data is mentioned, use the data of last completed academic year.

XIII. MANDATORY DISCLOSURE ON HEI's WEBSITE

To ensure the transparency in the process of Assessment and Accreditation, it is necessary for the Higher Educational 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 (in password protected mode, if needed).
- 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.

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)*

1. Executive Summary

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

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

The Executive summary shall not be more than 5000 words.

2. Profile of the 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	

Recognition Details

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

University with Potential for Excellence

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

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/MHR D
		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	<input type="text"/>
Affiliated Colleges	<input type="text"/>
Colleges Under 2(f)	<input type="text"/>
Colleges Under 2(f) and 12B	<input type="text"/>
NAAC Accredited Colleges	<input type="text"/>
Colleges with Potential for Excellence(UGC)	<input type="text"/>
Autonomous Colleges	<input type="text"/>
Colleges with Postgraduate Departments	<input type="text"/>

Colleges with Research Departments	<input type="text"/>
University Recognized Research Institutes/Centers	<input type="text"/>

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

Details of Teaching & Non-Teaching Staff of 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												

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										

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

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

Distinguished Academicians Appointed

	Male	Female	Others	Total
Emeritus Professor				
Adjunct Professor				
Visiting Professor				

Chairs Instituted by the University

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

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
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

3. Extended Profile of the University

1 Programme:

1.1 Number of Programmes offered year wise for last five years

Year					
Number					

1.2 Number of departments offering academic programmes

2 Student:

2.1 Number of students year wise during the last five years

Year					
Number					

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

Year					
Number					

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

Year					
Number					

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

Year					
Number					

3 Academic:

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

Year					
Number					

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

Year					
Number					

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

Year					
Number					

4 Institution:

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

Year					
Number					

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

Year					
Number					

4.3 Total number of classrooms and seminar halls: _____

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

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

Year					
Expenditure					

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

For the Quantitative Metrics (Q_nM) wherever formula is given, 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.

Criterion I – Curricular Aspects (150)
Key Indicator – 1.1 Curriculum Design and Development (50)

Metric No.		Weightage
1.1.1 Q_iM	<p><i>Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including Programme outcomes, Programme specific outcomes and course outcomes of all the Programme offered by the University</i></p> <p>Write description in maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload Additional information • Link for Additional information 	20
1.1.2 Q_nM	<p><i>Percentage of Programmes where syllabus revision was carried out during the last five years</i></p> <p>1.1.2.1: How many Programmes were revised out of total number of Programmes offered during the last five years</p> <p>1.1.2.2 : Number of all Programmes offered by the institution during the last five years</p> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Programme Code • Names of the Programme revised <p>Formula:</p> $\frac{\text{Number of Programmes in which syllabus was revised during the last five years}}{\text{Number of Programmes offered by the institution during the last five years}} \times 100$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Minutes of relevant Academic Council/BOS meeting • Any additional information • Details of Programme syllabus revision in last 5 years (Data Template) 	15
1.1.3 Q_nM	<p><i>Average percentage of courses having focus on employability/ entrepreneurship/ skill development during the last five years</i></p> <p>1.1.3.1: Number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years</p> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the Course with Code • Activities with direct bearing on Employability/ Entrepreneurship/ Skill development 	10

	<ul style="list-style-type: none"> Name of the Programme <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of courses having focus on employability or entrepreneurship or skill development}}{\text{Number of courses in all Programmes}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> 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) 	
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1.1:-For Dual Mode Universities

Metric No.		Weightage
1.1.4	<i>Electronic media and other digital components in the curriculum</i>	
Q _n M	<p>Percentage of the Programmes on offer by DDE have incorporated electronic media and other digital components in their curriculum over the last five years</p> <p>Total number of the Programmes on offer by DDE have incorporated electronic media and other digital components in their curriculum over the last five years</p> <p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none"> <u>Names of the Programme (s) with Programme Code (s) incorporating electronic media and other digital components in the curriculum</u> <p>Formula:</p> $\frac{\text{Number of programmes in which digital media is used in curriculum over the last five years}}{\text{Total number of programmes offered by the institution over the last five years}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> Details of Programmes incorporating electronic media and other digital components offered by DDE year wise over the last five years As per Data Template 	05

	<ul style="list-style-type: none"> Any other relevant information 	
--	--	--

Key Indicator – 1.2 Academic Flexibility (50)

Metric No.		Weightage
1.2.1 Q_nM	<p><i>Percentage of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented (current year data)</i></p> <p>1.2.1.1: Number of Programmes in which CBCS/ Elective course system implemented.</p> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Names of all Programmes adopting CBCS Names of all Programmes adopting elective course system <p>Formula:</p> $\frac{\text{Number of Programmes in which CBCS or elective course system implemented}}{\text{Total number of Programmes offered}} \times 100$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information Minutes of relevant Academic Council/BOS meetings Institutional data in prescribed format (Data Template) 	05

Key Indicator – 1.3 Curriculum Enrichment (30)

Metric No.		Weightages
1.3.1 Q_tM	<p><i>Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum</i></p> <p>Write description in maximum of 500 words</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> 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 	10
1.3.2 Q_nM	<p><i>Number of value-added courses imparting transferable and life skills offered during the last five years</i></p> <p>1.3.2.1: How many new value-added courses are added within the last 5 years</p> <p>Data Requirement for last five years: (As per Data Template in Section B)</p>	10

	<ul style="list-style-type: none"> Names of the value added courses with 30 or more contact hours No. of times offered during the same year Total no. of students completing the course in the year <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information Brochure or any other document relating to value added courses List of value added courses (Data Template) 													
<p>1.3.3</p> <p>Q_nM</p>	<p><i>Average Percentage of students enrolled in the courses under 1.3.2 above</i></p> <p>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</p> <table border="1"> <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> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Names of the value added courses with 30 or more contact hours No. of times offered during the same year Total no. of students completing the course in the year <p>Formula:</p> $\frac{\text{Number of students enrolled in the courses during the last five years}}{\text{Number of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information List of students enrolled (Data Template) 	Year						Number						5
Year														
Number														
<p>1.3.4</p> <p>Q_nM</p>	<p><i>Percentage of students undertaking field projects / internships (current year data)</i></p> <p>1.3.4.1: Number of students undertaking field project or internships</p> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Names of the Programme No. of students undertaking field projects / internships <p>Formula:</p> $\frac{\text{Number of students undertaking field projects or internships}}{\text{Total number of students}} \times 100$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information List of Programmes and number of students undertaking field projects / internships (Data Template) 	5												

Key Indicator – 1.4 Feedback System (20)

Metric No.		Weightage
1.4.1 Q_nM	<p><i>Structured feedback received from</i></p> <p>1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents, for design and review of syllabus - Semester wise /year wise</p> <p>Options:</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>A. Any 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p> </div> <div style="font-size: 3em; line-height: 1;">}</div> <div> <p>Opt one</p> </div> </div> <p>Data Requirements: (As per Data Template in Section B) Report of analysis of feedback received from different stakeholders year wise</p> <p>File Description</p> <ul style="list-style-type: none"> • 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) 	10
1.4.2 Q_nM	<p><i>Feedback processes of the institution may be classified as follows:</i></p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>E. Feedback not collected</p> </div> <div style="font-size: 3em; line-height: 1;">}</div> <div> <p>Opt one</p> </div> </div> <p>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</p> <p>File Description</p> <ul style="list-style-type: none"> • 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 _n M	<p><i>Average percentage of students from other States and Countries during the last five years</i></p> <p>2.1.1.1: Number of students from other states and countries year wise during the last five years</p> <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> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">• Number of students enrolled from other states and countries• Total number of students enrolled <p>Formula:</p> <p style="text-align: center;">Percentage per year = $\frac{\text{Number of students from other states and countries}}{\text{Number of students}} \times 100$</p> <p style="text-align: center;">Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p> <p>File Description (Upload)</p> <ul style="list-style-type: none">• Any additional information• List of students (other states and countries)• Institutional data in prescribed format (Data Template)	Year						Number						2
Year														
Number														
2.1.2 Q _n M	<p><i>Demand Ratio (Average of last five years)</i></p> <p>2.1.2.1: Number of seats available year wise during the last five years</p> <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> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">• Number of seats available in all the Programmes• Total number of eligible applications received <p>Formula:</p> <p style="text-align: center;">$\frac{\text{Number of eligible applications received}}{\text{Number of seats available}} = \text{Ratio Per Year}$</p> <p style="text-align: center;">Average Ratio = $\frac{\sum \text{Ratio per Year}}{5}$</p> <p>File Description (Upload)</p> <ul style="list-style-type: none">• Any additional information• Demand Ratio (Average of Last five years) based on Data Template upload the document	Year						Number						3
Year														
Number														

<div>2.1.3</div> <div>Q_nM</div>	<div>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</div> <div>2.1.3.1: Number of actual students admitted from the reserved categories year wise during the last five years</div> <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> <div>Data Requirement for last five years: (As per Data Template in Section B)</div> <div><div><div></div><div>Number of students admitted from the reserved category</div></div><div><div></div><div>Total number of seats earmarked for reserved category as per GOI or State Government rule</div></div></div> <div>Formula:</div> <div><div>Actual number of students admitted from the reserved categories</div><div>Percentage per year = $\frac{\text{Number of seats earmarked for reserved category as per GOI or State Government rule}}{\text{Number of seats earmarked for reserved category as per GOI or State Government rule}} \times 100$</div></div> <div><div>Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</div></div> <div>File Description (Upload)</div> <div><div></div><div>Any additional information</div></div> <div><div></div><div>Average percentage of seats filled against seats reserved (Data Template)</div></div>	Year						Number						<div>2</div>
Year														
Number														

2.1: For Dual Mode Universities

Metric No.		Weightage																														
2.1.4 Q _n M	<i>Increase in the enrolment at DDE</i>	3																														
	Average percentage increase in the enrolment of learners in the DDE year wise over the last five years																															
	Number of increase in the enrolment of learners in the DDE year wise over the last five years																															
	<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Fresh Enrolment</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>*Admission into next semester (re-registration)</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Total enrolment</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Increase / Decrease</td><td></td><td></td><td></td><td></td><td></td></tr></table>		Year						Fresh Enrolment						*Admission into next semester (re-registration)						Total enrolment						Increase / Decrease					
	Year																															
	Fresh Enrolment																															
	*Admission into next semester (re-registration)																															
Total enrolment																																
Increase / Decrease																																

	over preceding academic year						
<p>*Admission into 2nd year (3rd semester & 4th semester) / 3rd year (5th & 6th semester) for UG level learners *Admission into 2nd year (3rd semester & 4th semester) for PG level learners</p> <p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none"> Number of learners freshly enrolled and re-registered year wise for the last five years <p>Formula:</p> <p>Percentage per year = $\frac{\text{Increase/decrease in number of enrolment}}{\text{Total enrolment of the preceding academic year}} \times 100$</p> <p align="center">Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p> <p>Upload</p> <ul style="list-style-type: none"> As per Data Template Any other relevant information 							

Key Indicator - 2.2 Catering to Student Diversity (20)

Metric No.		Weightage
2.2.1 Q₁M	<p><i>The institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow learners</i></p> <p>Write description in maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> Paste link for additional information Upload Any additional information 	5
2.2.2 Q_nM	<p><i>Student - Full time teacher ratio (current year data)</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> Total number of students enrolled in the institution Total number of full time teachers in the institution <p>Formula: Students : Teachers</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> Institutional data in prescribed format Any additional information 	07
2.2.3 Q_nM	<p><i>Percentage of persons with disability (PwD) students on rolls (current year data)</i></p> <p>2.2.3.1: Number of PwD students on rolls</p>	5

	<p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Total number of PwD students on roll in the DDE • Total number of students on roll in the DDE <p>Formula:</p> $\frac{\text{Number of PwD students on rolls}}{\text{Total number of students on rolls}} \times 100$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • List of students(PwD) • Any other document submitted by DDE to a Government agency giving this information • Any additional information • Institutional data in prescribed format (Data Template) 	
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2.2:- For Dual Mode Universities

Metric No.		Weightage												
2.2.4 Q _n M	<p><i>DDE reaching out to employed persons</i></p> <p>Average percentage of the enrolled learners at DDE who are employed year wise over the last five years</p> <p>Number of employed learners enrolled at DDE year wise over the last five years</p> <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of employed learners including self-employed</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none">• <u>Number of employed learners enrolled at DDE year wise over the last five years</u> <p>Formula:</p> <p>Percentage per year = $\frac{\text{Number of employed learners enrolled}}{\text{Total number of learners enrolled}} \times 100$</p> <p>Average percentage = $\frac{\sum \text{Percentage per year}}{n}$</p> <p>Upload:</p> <ul style="list-style-type: none">• As per Data Template• Any other relevant information	Year						Number of employed learners including self-employed						01
Year														
Number of employed learners including self-employed														

2.2.5 Q _n M	<p>Learners from Special Target Group at DDE</p> <p>Average number of learners enrolled from special target groups namely: Persons with Disability, Transgender, Defence and Paramilitary forces, Prison inmates, etc. enrolled as learners in DDE year wise over the last five years</p> <p>Number of learners from special target groups enrolled at DDE year wise over the last five years</p> <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of learners from special target groups enrolled at DDE</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none">• <u>Number of learners from special target groups enrolled year wise</u> <p>Formula: <u>Number of learners enrolled from Special target groups at DDE over last five years</u> 5</p> <p>Upload:</p> <ul style="list-style-type: none">• As per Data Template• Any other relevant information	Year						Number of learners from special target groups enrolled at DDE						02
Year														
Number of learners from special target groups enrolled at DDE														

Key Indicator - 2.3 Teaching - Learning Process (30)

Metric No.		Weightage
2.3.1 Q_iM	<p><i>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</i></p> <p>Write description in maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> Upload any additional information Link for Additional Information 	07
2.3.2 Q_nM	<p><i>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)</i></p> <p>2.3.2.1: Number of teachers using ICT</p> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Number of teachers using ICT (LMS, e-resources) Number of teachers on roll ICT tools and resources available <p>Formula:</p>	07

	$\frac{\text{Number of teachers using ICT}}{\text{Total number of teachers}} \times 100$ <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Provide link for webpage describing the " LMS/ Academic management system" • Upload List of teachers (using ICT for teaching) based on Data Template 	
2.3.3 QnM	<p><i>Ratio of students to mentor for academic and stress related issues (current year data)</i></p> <p>2.3.3.1: Number of mentors</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Number of students assigned to each Mentor <p>Formula: Mentor : Mentee</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload year wise list of number of students, full time teachers and mentor/mentee ratio 	03

2.3:- For Dual Mode Universities

Metric No.		Weightage												
2.3.4 Q ₁ M	<p><i>Development of Self-Learning Material (SLM) in Print at DDE</i></p> <p>Process followed for development of Self-Learning Material (in Print) by DDE.</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none">• Policy document on SLM• Any other relevant information	05												
2.3.5 Q _n M	<p><i>Availability of digitized SLMs at DDE for the learners</i></p> <p>Average percentage of the learning material of the DDE is digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners year wise over the last five years</p> <p>Number of learning material of the DDE digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners year wise over the last five years</p> <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of programmes for which</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Year						Number of programmes for which						05
Year														
Number of programmes for which														

	<p>the digitized content is available at DDE for the learners</p> <p>Data requirement(As per Data Template)</p> <ul style="list-style-type: none"> Number of Programmes whose learning material has been digitized and made available to the learners <p>Formula: Percentage per year = $\frac{\text{Number of SLMs digitized in programs}}{\text{Total number of programmes}} \times 100$</p> <p>Average percentage = $\frac{\sum \text{Percentage per year}}{n}$</p> <p>Upload:</p> <ul style="list-style-type: none"> Digital repository of SLMs at DDE Data template in Section B Any other relevant information 	
2.3.6 Q _i M	<p><i>Mechanism to provide academic counselling support at DDE</i></p> <p>A mechanism is in place at DDE to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> Schedules of different counselling activities Any other relevant information 	03

Key Indicator - 2.4 Teacher Profile and Quality (50)

Metric No.		Weightage
2.4.1 Q _n M	<p><i>Average percentage of full time teachers against sanctioned posts during the last five years</i></p> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Number of full time teachers Number of sanctioned posts <p>Formula: Percentage per year = $\frac{\text{Number of full time teachers}}{\text{Number of sanctioned posts}} \times 100$</p>	10

	<p style="text-align: center;">Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> 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 													
<p>2.4.2</p> <p>Q_nM</p>	<p><i>Average percentage of full time teachers with Ph.D. during the last five years</i></p> <p>2.4.2.1: Number of full time teachers with Ph.D. year wise during the last five years</p> <table border="1"> <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> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Number of full time teachers with PhD Total number of full time teachers <p>Formula:</p> <p style="text-align: center;">Percentage per year = $\frac{\text{Number of full time teachers with Ph.D.}}{\text{Number of full time teachers}} \times 100$</p> <p style="text-align: center;">Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information List of number of full time teachers with PhD and number of full time teachers for 5 years (Data Template) 	Year						Number						<p>10</p>
Year														
Number														
<p>2.4.3</p> <p>Q_nM</p>	<p><i>Teaching experience of full time teachers in number of years (current year data)</i></p> <p>2.4.3.1: Total experience of full-time teachers</p> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Name and Number of full time teachers with years of teaching experiences <p>Formula:</p> <p style="text-align: center;">$\frac{\text{Sum of total experience of full time teachers}}{\text{Number of full time teachers}}$</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information List of Teachers including their PAN, designation, dept and experience details (Data Template) 	<p>10</p>												

<div>2.4.4</div> <div>Q_nM</div>	<div>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</div> <div>2.4.4.1: Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year wise during the last five years</div> <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> <div>Data Requirement for last five years: (As per Data Template in Section B)</div> <div><div><div><div></div></div><div>Number of full time teachers receiving awards from state level,national level, international level during the last five years</div></div><div><div></div><div>Average number of full time teachers during the last five years</div></div></div> <div>X 100</div> <div>File Description (Upload)</div> <div><div><div></div></div><div>Institutional data in prescribed format (Data Template)</div></div> <div><div><div></div></div><div>Any additional information</div></div> <div><div><div></div></div><div>e-copies of award letters (scanned or soft copy)</div></div>	Year						Number						<div>07</div>
Year														
Number														
<div>2.4.5</div> <div>Q_nM</div>	<div>Average percentage of full time teachers from other States against sanctioned posts during the last five years</div> <div>2.4.5.1: Number of full time teachers from other states year wise during the last five years</div> <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> <div>Data Requirement for last five years: (As per Data Template in Section B)</div> <div><div><div></div></div><div>Number of full time teachers from other states</div></div> <div><div><div></div></div><div>Total number of sanctioned posts</div></div> <div>Formula:</div> <div><div><div></div><div>Number of full time teachers from other states</div></div><div><div></div><div>Percentage per year =</div></div><div><div></div><div>Number of sanctioned posts</div></div></div> <div>X 100</div> <div>Average percentage =</div> <div><div><div></div><div>Percentage per year</div></div><div>5</div></div> <div>File Description (Upload)</div> <div><div><div></div></div><div>List of full time teachers from other state and state from which qualifying degree was obtained (Data Template)</div></div> <div><div><div></div></div><div>Any additional information</div></div>	Year						Number						<div>07</div>
Year														
Number														

2.4:- For Dual Mode Universities

Metric No.		Weightage																																														
2.4.6 QnM	<p><i>Full-time teachers and other academics in position at DDE</i></p> <p>Average percentage of the sanctioned posts occupied by full-time teachers and other academics respectively at DDE year wise over the last five years</p> <p>Number of the sanctioned posts occupied by full-time teachers and other academics respectively at DDE year wise over the last five years</p> <table><tr><th colspan="2">Year</th><th></th><th></th><th></th><th></th><th></th></tr><tr><td rowspan="2">Number of Teachers</td><td>Sanctioned posts</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>In position</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td rowspan="2">Number of other academics</td><td>Sanctioned posts</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>In position</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td rowspan="2">Total</td><td>Sanctioned posts</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>In position</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none">Number of full time teachers and other academics in positionNumber of sanctioned posts of full time teachers and other academics <p>Formula:</p> <p>Percentage per year = $\frac{\text{Number of full-time teachers and other academics in position}}{\text{Number of sanctioned posts}} \times 100$</p> <p>Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p> <p>Upload:</p> <ul style="list-style-type: none">Details of full time teachers and other academics As per Data TemplateList of the faculty members authenticated by the Registrar of the UniversityAny other relevant information	Year							Number of Teachers	Sanctioned posts						In position						Number of other academics	Sanctioned posts						In position						Total	Sanctioned posts						In position						03
Year																																																
Number of Teachers	Sanctioned posts																																															
	In position																																															
Number of other academics	Sanctioned posts																																															
	In position																																															
Total	Sanctioned posts																																															
	In position																																															
2.4.7 QnM	<p><i>Teaching Experience of Academic Counsellors at DDE</i></p> <p>Percentage of empanelled Academic Counsellors at DDE having more than five years of teaching experience for the preceding academic years</p> <p>Number of empanelled Academic Counsellors having more than five years of teaching experience for the preceding academic years</p> <p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none">Total teaching experience in years of the empanelled Academic Counsellors for the preceding academic year <p>Formula:</p> <p>$\frac{\text{Number of academic counsellors having more than five years of teaching experience}}{\text{Number of academic counsellors for the preceding academic year}} \times 100$</p>	03																																														

	Upload: <ul style="list-style-type: none"> List of Academic Counsellors with details of total teaching experience for the preceding academic year As per Data Template Any other relevant information 	
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Key Indicator - 2.5 Evaluation Process and Reforms (30)

Metric No.		Weightage												
2.5.1 Q _n M	<p><i>Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years</i></p> <p>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</p> <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of days</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Data Requirements for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">Semester wise/ year wiseLast date of the last semester-end/ year- end examinationDate of declaration of results of semester-end/ year- end examinationNumber of days taken for declaration of the resultsAverage number of days for declaration of results during the last five years <p>File Description (Upload)</p> <ul style="list-style-type: none">Any additional informationList of Programmes and date of last semester and date of declaration of results (Data Template)	Year						Number of days						10
Year														
Number of days														
2.5.2 Q _n M	<p><i>Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years</i></p> <p>2.5.2.1: Number of complaints/grievances about evaluation year wise during the last five years</p> <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> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none">Number of complaints/grievances about evaluationTotal number of students appeared in the examinations <p>Formula:</p> <p>Percentage per year = $\frac{\text{Number of complaints or grievances about evaluation}}{\text{Number of students appeared in the examination}} \times 100$</p>	Year						Number						5
Year														
Number														

	<p>Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information Number of complaints and total number of students appeared year wise 													
<p>2.5.3</p> <p>Q_nM</p>	<p><i>Average percentage of applications for revaluation leading to change in marks during the last five years</i></p> <p>2.5.3.1: Number of applications for revaluation leading to change in marks year wise during the last five years</p> <table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of Applications</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirements for last five years:</p> <ul style="list-style-type: none"> Year wise/ Semester wise Total number of revaluation applications Number of students appearing in the final exam Number of revaluation cases where marks changed <p>Formula:</p> <p>Percentage per year = $\frac{\text{Number of revaluation cases where marks changed}}{\text{Number of revaluation applications}} \times 100$</p> <p>Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information Year wise number of applications, students and revaluation cases 	Year						Number of Applications						5
Year														
Number of Applications														
<p>2.5.4</p> <p>Q₁M</p>	<p><i>Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system</i></p> <p>Describe the examination reforms with reference to the following within a minimum of 500 words and maximum 1000 words</p> <ul style="list-style-type: none"> Examination procedures, Processes integrating IT, Continuous internal assessment system <p>File Description</p> <ul style="list-style-type: none"> Upload any additional information Paste link for Additional Information 	10												
2.5.5	<i>Status of automation of Examination division along with approved</i>	5												

Q_nM	<p>Examination Manual</p> <p>A. 100% automation of entire division & implementation of Examination Management System (EMS)</p> <p>B. Only student registration, Hall ticket issue & Result Processing</p> <p>C. Only student registration and result processing</p> <p>D. Only result processing</p> <p>E. Only manual methodology</p> <p style="text-align: right;">Opt one</p> <p>Data Requirements: (As per Data Template in Section B)</p> <p>File Description (Upload)</p> <ul style="list-style-type: none">• 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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2.5:- For Dual Mode Universities

Metric No.		Weightage
2.5.6 Q₁M	<p>Formative Assessment procedures at DDE</p> <p>Standard Operating Procedures employed for continuous (internal) assessment followed by the DDE</p> <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none">• Policy documents on Evaluation Methodology• Any other relevant information	05

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

Metric No.		Weightage
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<p>2.6.1</p> <p>Q_iM</p>	<p><i>Programme outcomes, Programme specific outcomes and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students</i></p> <p>Describe Course Outcomes (COs) for all courses and mechanism of communication within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for Additional Information • Upload COs for all courses (exemplars from Glossary) 	<p align="center">10</p>
<p>2.6.2</p> <p>Q_iM</p>	<p><i>Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution</i></p> <p>Describe the method of measuring attainment of POs , PSOs and COs in not more than 500 words and the level of attainment of POs , PSOs and COs.</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for Additional Information 	<p align="center">10</p>
<p>2.6.3</p> <p>Q_nM</p>	<p><i>Average pass percentage of students (Current year data)</i></p> <p>2.6.3.1: Total number of final year students who passed the university examination</p> <p>2.6.3.2: Total number of final year students who appeared for the examination</p> <p>Data Requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Programme Code • Name of the Programme • Number of students appeared • Number of students passed • Pass percentage <p>Formula:</p> $\frac{\text{Total number of final year students who passed in the university examination}}{\text{Total number of final year students who appeared for the examination}} \times 100$ <p>File Description</p> <ul style="list-style-type: none"> • 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 	<p align="center">10</p>

Key Indicator - 2.7 Student Satisfaction Survey (30)

Metric No.		Weightage
2.7.1 QnM	<p><i>Online student satisfaction survey regarding teaching learning process.</i></p> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none">• Name/ Class/ Gender• Student Id number/ Adhar Id number• Mobile number• Email id• Degree Programme <p>(Database of all currently enrolled students need to be prepared and shared with NAAC along with the online submission of QIF)</p> <p>File Description</p> <ul style="list-style-type: none">• Upload any additional information• Upload database of all currently enrolled students (Data Template)	20

2.7:- For Dual Mode Universities

Metric No.		Weightage
2.7.2 QnM	<p><i>Online Learner Satisfaction Survey regarding teaching-learning process</i></p> <p>Furnish data regarding learner satisfaction with respect to teaching-learning process.</p> <p>The online survey would be conducted by NAAC</p> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none">• <u>Name of the Learner / Gender</u>• <u>Name of the Programme enrolled</u>• <u>Learner Id number</u>• <u>Mobile number</u>• <u>Email id</u> <p>(Database of all currently enrolled learners need to be prepared and shared with NAAC along with the online submission of QIF)</p> <p>Upload:</p> <ul style="list-style-type: none">• Database of all currently enrolled 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 _n M	<p><i>The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website</i></p> <p style="text-align: right;">(Yes /No)</p> <p>Documents: Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy and its adoption</p> <p>File Description (Upload)</p> <ul style="list-style-type: none">Any additional informationMinutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoptionURL of Policy document on promotion of research uploaded on website	1												
3.1.2 Q _n M	<p><i>The institution provides seed money to its teachers for research (average per year) (INR in Lakhs)</i></p> <p>3.1.2.1: The amount of seed money provided by institution to its faculty year wise during the last five years(INR in lakhs)</p> <table border="1"><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> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">Name of the teacher getting seed moneyThe amount of seed moneyYear of receiving grantDuration of the grant <p>Formula:</p> <p style="text-align: center;">The amount of seed money provided by institution to its faculty in the last 5 years</p> <p style="text-align: center;">5</p> <p>File Description (Upload)</p> <ul style="list-style-type: none">Any additional informationMinutes of the relevant bodies of the UniversityBudget and expenditure statements signed by the Finance Officer indicating seed money provided and utilizedList of teachers receiving grant and details of grant received (Data Template)	Year						INR in lakhs						4
Year														
INR in lakhs														
3.1.3 Q _n M	<p><i>Number of teachers awarded international fellowship for advanced studies/ research during the last five years</i></p> <p>3.1.3.1: The number of teachers awarded international fellowship for advanced studies / research year wise during the last five years</p> <table border="1"><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>	Year						Number						3
Year														
Number														

	<table><tr><td>of teachers</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Data Requirements for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">• Name of the teacher awarded international fellowship• Name of the award• Year of Award• Awarding Agency <p>File Description (Upload)</p> <ul style="list-style-type: none">• Any additional information• e-copies of the award letters of the teachers• List of teachers and their international fellowship details (Data Templates)	of teachers												
of teachers														
3.1.4 Q_nM	<p><i>Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled during the last five years</i></p> <p>3.1.4.1: The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year wise during the last five years</p> <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> <p>Data Requirements for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">• Name of Research fellow• Year of enrolment• Duration of fellowship• Type of the fellowship• Granting agency <p>File Description (Upload)</p> <ul style="list-style-type: none">• Any additional information• List of research fellows and their fellowship details (Data Template)	Year						Number						4
Year														
Number														
3.1.5 Q_nM	<p><i>University has the following facilities</i></p> <ol style="list-style-type: none">1. Central Instrumentation Centre2. Animal House/Green House / Museum3. Central Fabrication facility4. Media laboratory/Business Lab/Studios5. Research/Statistical Databases <p>Options:</p> <div><div><div>A. Any four facilities exist</div><div>B. Three of the facilities exist</div><div>C. Two of the facilities exist</div><div>D. One of the facilities exists</div><div>E. None of the facilities exist</div></div><div>}</div><div>Opt one</div></div>	3												

	<p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the facility • Year of establishment • Videos/pictures <p>File Description</p> <ul style="list-style-type: none"> • Paste link of videos and geotagged photographs • Upload the list of facilities provided by the university and their year of establishment (Data Template) • Upload any additional information 	
3.1.6 Q_nM	<p><i>Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by government agency (current year data)</i></p> <p>3.1.6.1: The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by government agency</p> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the Department • Name of the Scheme • Name of the funding agency • Year of Award • Funds provided • Duration of award <p>Formula:</p> $\frac{\text{Number of departments with UGC – SAP, CAS, DST – FIST, DBT, ICSSR and other similar recognitions}}{\text{Total number of departments offering academic programmes}} \times 100$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • e-version of departmental recognition award letters • List of departments and award details (Data Template) 	5

Key Indicator - 3.2 Resource Mobilization for Research (20)

Metric No.		Weightage
3.2.1 Q_nM	<p><i>Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)</i></p> <p>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)</p>	3

	<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> <p>Data requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">• Name of the Project/ Endowments, Chairs• Name of the Principal Investigator• Department of Principal Investigator• Year of Award• Funds provided• Duration of the project• Name of the Project/ Endowments, Chairs <p>File Description (Upload)</p> <ul style="list-style-type: none">• 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)	Year						INR in Lakhs						
Year														
INR in Lakhs														
3.2.2 Q_nM	<p><i>Grants for research projects sponsored by the government sources during the last five years (INR in Lakhs)</i></p> <p>3.2.2.1: Total Grants for research projects sponsored by the government sources year wise during the last five years (INR in Lakhs)</p> <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> <p>Data requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">• 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 <p>File Description (Upload)</p> <ul style="list-style-type: none">• Any additional information• e-copies of the grant award letters for research projects sponsored by government• List of project and grant details (Data Template)	Year						INR in Lakhs						12
Year														
INR in Lakhs														
3.2.3 Q_nM	<p><i>Number of research projects per teacher funded by government and non-government agencies during the last five years</i></p> <p>3.2.3.1: Number of research projects funded by government and non-</p>	5												

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 in Section B)

- 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:

$$\frac{\text{Total number of research projects funded by government and non – government agencies during the last five years}}{\text{Average number of full time teachers during the last five years}}$$

File Description (Upload)

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

Key Indicator - 3.3 Innovation Ecosystem (30)

Metric No.		Weightage
3.3.1 Q₁M	<p><i>Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge</i></p> <p>Describe available incubation centre and evidence of its usage (activity) within a maximum of 500 words</p> <p>File description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information 	05
3.3.2 Q_nM	<p><i>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</i></p> <p>3.3.2.1: Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year wise during the last five years</p>	05

	<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> <p>Data Requirements for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">• Name of the workshops / seminars• Number of Participants• Date (From -to)• Link to the activity report on the website <p>File Description (Upload)</p> <ul style="list-style-type: none">• Report of the event• Any additional information• List of workshops/seminars during last 5 years (Data Template)	Year						Number						
Year														
Number														
3.3.3 Q_nM	<p><i>Number of awards for innovation won by institution/teachers/research scholars/students during the last five years</i></p> <p>3.3.3.1: Total number of awards for innovation won by institution/teachers/research scholars/students year wise during the last five years</p> <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> <p>Data Requirements for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">• Name of the Awardee• Name of the Awarding Agency with contact details• Year of Award <p>File Description (Upload)</p> <ul style="list-style-type: none">• e- copies of award letters• Any additional information• List of innovation and award details (Data Template)	Year						Number						05
Year														
Number														
3.3.4 Q_nM	<p><i>Number of start-ups incubated on campus during the last five years</i></p> <p>3.3.4.1: Total number of start-ups incubated on campus year wise during the last five years</p> <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> <p>Data requirements for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">• Name of the start ups• Nature of start up• Year of commencement• Contact information of the promoters <p>File Description (Upload)</p>	Year						Number						05
Year														
Number														

	<ul style="list-style-type: none"> Any additional information e- sanction order of the University for the start ups on campus Contact details of the promoters for information List of startups details like name of startup, nature, year of commencement etc (Data Template) 	
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3.3: For Dual Mode Universities

Metric No.		Weightage														
3.3.5 QnM	<p>Workshops / seminars conducted by DDE on ODL practices</p> <p>Total number of workshops/seminars conducted by DDE year wise over the last five years on:</p> <ul style="list-style-type: none">Self learning material developmentLearner Support services and academic counsellingIntellectual Property Rights (IPR);Open Educational Resources (OERs);Massive Open Online Courses (MOOCs);Technology-Enabled Learning;Learning Management System;Development of e-content andOther innovative technologies <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td><td>Total</td></tr><tr><td>Number of workshops / seminars</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Data requirements: (As per Data Template)</p> <ul style="list-style-type: none">Name of the workshops / seminars conductedNumber of ParticipantsSchedule of the activity conductedReport of the workshops / seminars <p>Upload:</p> <ul style="list-style-type: none">Report of the event/ link to the material developedList of workshops/seminars over the last five yearsAs per Data TemplateAny other relevant information	Year						Total	Number of workshops / seminars							05
Year						Total										
Number of workshops / seminars																
3.3.6 QnM	<p>Innovative content developed at DDE</p> <p>Innovative content developed at DDE n the form of e-modules / e-SLMs / MOOCs for :</p> <ul style="list-style-type: none">NMEICTNPTELSWAYAMe-PG Pathshala	5														

	<ul style="list-style-type: none">• e-SLMs• other MOOCs platform• Institutional LMS <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td><td>Total</td></tr><tr><td>Number of innovative contents developed</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Data requirements: (As per Data Template)</p> <ul style="list-style-type: none">• <u>List of the innovative content developed at DDE</u> <p>Upload:</p> <ul style="list-style-type: none">• List of the innovative contents over the last five years• As per Data Template• Any other relevant information	Year						Total	Number of innovative contents developed							
Year						Total										
Number of innovative contents developed																

Key Indicators - 3.4 Research Publications and Awards (100)

Metric No.		Weightage
3.4.1 Q _n M	<p><i>The institution has a stated Code of Ethics to check malpractices and plagiarism in Research (Yes /No)</i></p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> Institutional data in prescribed format Any additional information 	1
3.4.2 Q _n M	<p><i>The institution provides incentives to teachers who receive state, national and international recognition/awards (Yes /No)</i></p> <p>Data Requirements: (As per Data Template in 2.4.4 of Section B)</p> <ul style="list-style-type: none"> Name of the Awardee with contact details Name of the Awarding Agency Year of Award Incentive details <p>File Description (Upload)</p> <ul style="list-style-type: none"> e- copies of the letters of awards Any additional information List of Awardees and Award details (Data Template) 	1
3.4.3 Q _n M	<p><i>Number of Patents published/awarded during the last five years</i></p> <p>3.4.3.1: Total number of Patents published/awarded year wise during the last five years</p>	16

	<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> <p>Data Requirements for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">Name of the Patent published/awardedPatent NumberYear of Award <p>File Description (Upload)</p> <ul style="list-style-type: none">Any additional informationList of patents and year it was awarded (Data Template)	Year						Number						
Year														
Number														
3.4.4 Q_nM	<p><i>Number of Ph.D's awarded per teacher during the last five years</i></p> <p>3.4.4.1: How many Ph.D's are awarded within last 5 years 3.4.4.2 : Number of teachers recognized as guides during the last five years</p> <p>Data Requirements for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">Name of the PhD scholarName of the DepartmentName of the guide/sYear of registration of the scholarYear of award of PhD <p>Formula:</p> $\frac{\text{Number of Ph.D degrees awarded during the last five years}}{\text{Number of Teachers as a recognised guides during the last five years}}$ <p>File Description (Upload)</p> <ul style="list-style-type: none">URL to the research page on HEI web siteList of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)Any additional information	17												
3.4.5 Q_nM	<p><i>Number of research papers per teacher in the Journals notified on UGC website during the last five years</i></p> <p>3.4.5.1: Number of research papers in the Journals notified on UGC website during the last five years</p> <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> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none">Title of paperName of the author/sDepartment of the teacherName of journal	Year						Number						20
Year														
Number														

	<ul style="list-style-type: none"> • Year of publication • ISBN/ISSN number <p>Formula:</p> $\frac{\text{Number of publications in UGC notified journals during the last five years}}{\text{Average number of full time teachers during the last five years}}$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • List of research papers by title, author, department, name and year of publication (Data Template) 													
<p>3.4.6</p> <p>Q_nM</p>	<p><i>Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years</i></p> <p>3.4.6.1: Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year wise during the last five years</p> <table border="1"> <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> <p>Data Requirements for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the teacher: Title of the paper • Title of the book published: Name of the author/s: Title of the proceedings of the conference • Name of the publisher: National / International • National / international : ISBN/ISSN number of the proceeding • Year of publication: <p>Formula:</p> $\frac{\text{Total number of books and chapters in edited volumes, books published, and papers in national/international conference proceedings during last five years}}{\text{Average number of full time teachers during the last five years}}$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • List books and chapters in edited volumes / books published (Data Template) 	Year						Number						<p>15</p>
Year														
Number														
<p>3.4.7</p> <p>Q_nM</p>	<p><i>Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index</i></p> <p>Data Requirements for last five years:</p> <ul style="list-style-type: none"> • Title of the paper • Name of the author 	<p>13</p>												

	<ul style="list-style-type: none"> Title of the journal Year of publication Citation Index <p>Formula:</p> $\frac{0.45 \times \text{Total number of Citation in SCOPUS in five years} + 0.45 \times \text{Total number of Citation in Web of Science in five years} + 0.1 \times \text{Total number of Citation in Indian Citation Index in five years}}{0.45 \times \text{Total number of Publication in SCOPUS in five years} + 0.45 \times \text{Total number of Publication in Web of Science in five years} + 0.1 \times \text{Total number of Publication in Indian Citation Index in five years}}$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information Bibliometrics of the publications during the last five years <p><i>* The Data obtained from infibnet will be used for the purpose of calculation of scores.</i></p>	
<p>3.4.8</p> <p>Q_nM</p>	<p><i>Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution</i></p> <p>Data Requirements for last five years:</p> <ul style="list-style-type: none"> Title of the paper Name of the author Title of the journal Year of publication H index <p>Formula:</p> $\frac{\text{h - Index of Scopus} + \text{h - index of Web of Science in last five years}}{2}$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution Any additional information <p><i>* The Data obtained from infibnet will be used for the purpose of calculation of scores.</i></p>	<p>12</p>

3.4:- For Dual Mode Universities

Metric No.		Weightage
<p>3.4.9</p> <p>Q_nM</p>	<p><i>Publications on Distance Education at DDE</i></p> <p>Number of books, chapters in books, articles and research papers in journals in the area of Distance Education published by teachers and other academics of DDE</p> <p>Details of the publications teachers and other academics of DDE year wise over</p>	<p>5</p>

	<p>the last five years.</p> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> • <u>Title of the book / Journal</u> • <u>Name of the publisher: National / International</u> • <u>National / international : ISBN/ISSN of the publication</u> • <u>Year of publication</u> <p>Formula:</p> $\frac{\text{Number of publications on Distance Education over the last five years}}{\text{Number of full time teachers and other academics over the last five years}}$ <p>Upload:</p> <ul style="list-style-type: none"> • Web-link of research papers by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication • As per Data Template • Any other relevant information 	
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Key Indicators - 3.5 Consultancy (20)

Metric No.		Weightage												
3.5.1 Q _n M	<p><i>Institution has a policy on consultancy including revenue sharing between the institution and the individual</i></p> <p>(Yes /No)</p> <p>File Description</p> <ul style="list-style-type: none">• 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	1												
3.5.2 Q _n M	<p><i>Revenue generated from consultancy during the last five years (INR in Lakhs)</i></p> <p>3.5.2.1: Total amount generated from consultancy year wise during the last five years (INR in lakhs)</p> <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> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">• Names of the consultants• Name of consultancy project• Consulting/Sponsoring agency with contact details• Revenue generated (amount in rupees)• Total revenue generated in rupees	Year						INR in lakhs						12
Year														
INR in lakhs														

	<p>File Description (Upload)</p> <ul style="list-style-type: none"> • Audited statements of accounts indicating the revenue generated through consultancy • Any additional information • List of consultants and revenue generated by them (Data Template) 													
<p>3.5.3</p> <p>Q_nM</p>	<p><i>Revenue generated from corporate training by the institution during the last five years (INR in Lakhs)</i></p> <p>3.5.3.1: Total amount generated from corporate training by the institution year wise during the last five years (INR in lakhs)</p> <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> <p>Data Requirement for last five years:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Names of the teacher-consultants • Title of the corporate training Programme • Agency seeking training with contact details • Revenue generated ((INR in lakhs)) • Number of trainees • Total revenue generated in rupees <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Audited statements of account indicating the revenue generated through training • Any additional information • List of teacher consultants and revenue generated by them (Data Template) 	Year						INR in lakhs						<p>7</p>
Year														
INR in lakhs														

Key Indicators - 3.6 Extension Activities (40)

Metric No.		Weightage
3.6.1 Q₁M	<p><i>Extension activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years</i></p> <p>Describe the impact of extension activities in sensitising students to social issues and holistic development within a maximum of 500 words</p> <p>File description</p> <ul style="list-style-type: none"> Paste link for additional information Upload any additional information 	10
3.6.2 Q_nM	<p><i>Number of awards and recognition received for extension activities from Government /recognized bodies during the last five years</i></p> <p>3.6.2.1: Total number of awards and recognition received for extension activities from Government /recognised bodies year wise during the last five years</p>	10

	<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> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the activity • Name of the Award/ recognition • Name of the Awarding government/ recognised bodies • Year of the Award <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Number of awards for extension activities in last 5 year (Data Template) • e-copy of the award letters 	Year						Number						
Year														
Number														
3.6.3 Q_nM	<p><i>Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/NCC/Red cross/YRC etc., during the last five years</i></p> <p>3.6.3.1: Number of extension and outreach Programmes conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., year wise during the last five years</p> <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> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name and number of the extension and outreach Programmes • Name of the collaborating agency: Non- government, industry, community with contact details <p>File description (Upload)</p> <ul style="list-style-type: none"> • 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) 	Year						Number						10
Year														
Number														
3.6.4 Q_nM	<p><i>Average percentage of students participating in extension activities with Government Organizations, Non-Government Organizations and Programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years</i></p> <p>3.6.4.1: Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and Programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year wise during the last five years</p> <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>	Year						Number						10
Year														
Number														

	<p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the activity • Name of the scheme • Year of the activity • Number of teachers participating in such activities • Number of students participating in such activities <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Total Number of students participating in such activities}}{\text{Number of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>File description (Upload)</p> <ul style="list-style-type: none"> • Report of the event • Any additional information • Average percentage of students participating in extension activities with Govt. or NGO etc (Data Template) 	
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Key Indicator - 3.7 Collaboration (20)

Metric No.		Weightage												
3.7.1 Q _n M	<p><i>Number of Collaborative activities for research, faculty exchange, student exchange per year</i></p> <p>3.7.1.1: Total number of Collaborative activities for research, faculty exchange, student exchange year wise during the last five years</p> <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> <p>Data Requirements for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">• 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 <p>Formula</p> <p><u>Total Number of such activities during the last five years</u></p> <p>5</p> <p>File Description (Upload)</p> <ul style="list-style-type: none">• Copies of collaboration• Any additional information	Year						Number						5
Year														
Number														

	<ul style="list-style-type: none"> Number of Collaborative activities for research, faculty etc (Data Template) 													
3.7.2 Q_nM	<p><i>Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years</i></p> <p>3.7.2.1: Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p> <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> <p>Data Requirements for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Title of the linkage Name of the partnering institution/ industry /research lab with contact details Year of commencement Duration(From-to) Nature of linkage <p>File Description (Upload)</p> <ul style="list-style-type: none"> e-copies of linkage related Document Any additional information Details of linkages with institutions/industries for internship (Data Template) 	Year						Number						5
Year														
Number														
3.7.3 Q_nM	<p><i>Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)</i></p> <p>3.7.3.1: Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years</p> <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> <p>Data Requirements for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Organisation with which MoU is signed Name of the institution/ industry/ corporate house Year of signing MoU Duration List the actual activities under each MoU Number of students/teachers participated under MoUs <p>File Description (Upload)</p> <ul style="list-style-type: none"> e-copies of the MoUs with institution/ industry/ corporate house 	Year						Number						10
Year														
Number														

	<ul style="list-style-type: none">Any additional informationDetails of functional MoUs with institutions of national, international importance, other universities etc. during the last five years (Data Template)	
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Criterion IV – Infrastructure and Learning Resources (100)
Key Indicator - 4.1 Physical Facilities (35)

Metric No		Weightage
4.1.1 Q_iM	<p><i>The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc</i></p> <p>Describe the adequacy of facilities for teaching –learning as per the minimum specified requirement by statutory bodies within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none">Upload any additional informationPaste link for additional information	5
4.1.2 Q_iM	<p><i>The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities</i></p> <p>Describe the of adequacy facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate within maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none">Upload any additional informationPaste link for additional information	5

<p>4.1.3</p> <p>Q_nM</p>	<p><i>Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc. (current year data)</i></p> <p>4.1.3.1: Number of classrooms and seminar halls with ICT facilities Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of classrooms with LCD facilities • Number of classrooms with Wi-Fi/LAN facilities • Number of seminar halls with ICT facilities <p>Formula:</p> $\frac{\text{Number of classrooms and seminar halls with ICT facilities}}{\text{Total number of classrooms/seminar halls in the institution}} \times 100$ <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information • Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) 	<p>05</p>												
<p>4.1.4</p> <p>Q_nM</p>	<p><i>Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years (INR in Lakhs)</i></p> <p>4.1.4.1: Budget allocation for infrastructure augmentation, excluding salary year wise during the last five years (INR in lakhs)</p> <table border="1"> <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> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Budget allocated for infrastructure augmentation • Total expenditure excluding salary <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Budget allocation for infrastructure augmentation excluding salary}}{\text{Total expenditure excluding salary}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Upload audited utilization statements • Upload Details of budget allocation, excluding salary during the last five years (Data Template) 	Year						INR in lakhs						<p>05</p>
Year														
INR in lakhs														

4.1:- For Dual Mode Universities

Metric No		Weightage																		
4.1.5 Q1M	<p><i>Expenditure incurred for infrastructure augmentation of DDE</i></p> <p>Average percentage of expenditure incurred for infrastructure augmentation of DDE</p> <p>Expenditure incurred for infrastructure augmentation against total expenditure excluding salary year wise over the last five years (INR in lakhs)</p> <table><tr><th>Year</th><th></th><th></th><th></th><th></th><th></th></tr><tr><td>Expenditure incurred for infrastructure augmentation</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Total expenditure excluding salary</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Data requirements: (As per Data Template)</p> <ul style="list-style-type: none">• <u>Expenditure incurred for infrastructure augmentation year wise for five years</u>• <u>Total expenditure of the DDE excluding salary year wise for five years</u> <p>Formula:</p> $\frac{\text{Expenditure incurred for infrastructure augmentation over the last five years}}{\text{Total expenditure excluding salary over the last five years}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Upload:</p> <ul style="list-style-type: none">• Audited utilization statements• Budget allocation for infrastructure• 	Year						Expenditure incurred for infrastructure augmentation						Total expenditure excluding salary						5
Year																				
Expenditure incurred for infrastructure augmentation																				
Total expenditure excluding salary																				
4.1.6 QnM	<p><i>Average percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities of DDE</i></p> <p>Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year wise, over the last five years (INR in lakhs)</p> <table><tr><th>Year</th><th></th><th></th><th></th><th></th><th></th></tr><tr><td>Expenditure on</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Year						Expenditure on						5						
Year																				
Expenditure on																				

	Campus Maintenance (INR in lakhs)						
	Total expenditure of the DDE (excluding salary) INR in lakhs)						
	<p>Data requirements:(As per Data Template)</p> <ul style="list-style-type: none"> <u>Expenditure incurred on maintenance of campus infrastructure year wise for five years</u> <u>Total expenditure of the DDE excluding salary year wise for five years</u> <p>Formula:</p> $\frac{\text{Expenditure incurred for Maintenance of physical facilities over the last five years}}{\text{Total expenditure excluding salary over the last five years}} \times 100$ <p align="center">Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p> <p>Upload:</p> <ul style="list-style-type: none"> Audited statements of accounts. Budget and Statements of Expenditure As per Data Template Any other relevant information 						
4.1.7 QIM	<p><i>Academic counselling sessions held at DDE</i></p> <p>Regular conduct of academic counselling sessions (for theory and practical courses) at DDE during the preceding academic year</p> <p>Write description in maximum of 1000 words</p> <p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none"> <u>Name of Programme</u> <u>Programme wise enrolment in the current session</u> <u>Total number of programme wise counselling sessions held As per Data Template</u> <p><u>Provide web-link to</u></p> <ul style="list-style-type: none"> <u>Records of Counselling sessions</u> <u>Expenditure incurred on counselling sessions</u> As per Data Template Any other relevant information 						05

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

Metric No.		Weightage
4.2.1 QIM	<i>Library is automated using Integrated Library Management System (ILMS)</i>	4

	<p>Data Requirement for last five years: Provide a description of library with</p> <ul style="list-style-type: none"> • Name of the ILMS software • Nature of automation (fully or partially) • Version • Year of automation <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information 			
<p>4.2.2</p> <p>Q₁M</p>	<p><i>Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment</i></p> <p>Data Requirement for last five years: Provide the description of library enrichment which includes</p> <ul style="list-style-type: none"> • Name of the book/ manuscript • Name of the publisher • Name of the author • Number of copies • Year of publishing <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information 	3		
<p>4.2.3</p> <p>Q_nM</p>	<p><i>Does the institution have the following:</i></p> <ol style="list-style-type: none"> 1. e – journals 2. e-ShodhSindhu 3. Shodhganga membership 4. e-books 5. Databases <p>Options:</p> <table> <tr> <td> A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above </td> <td> } Opt one </td> </tr> </table> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Details of memberships: • Details of subscriptions: <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template) 	A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above	} Opt one	2
A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above	} Opt one			
<p>4.2.4</p> <p>Q_nM</p>	<p><i>Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)</i></p> <p>4.2.4.1: Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)</p>	5		

	<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> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">Expenditure on the purchase of booksExpenditure on the purchase of journals in ith yearYear of expenditure: <p>Formula:</p> $\frac{1}{5} \times \sum_{i=1}^5 \text{Exp}d_i$ <p>Where: Expd_i = Expenditure in rupees on purchase of books and journals in ith year</p> <p>File Description (Upload)</p> <ul style="list-style-type: none">Any additional informationAudited statements of accountsDetails of annual expenditure for purchase of books and journals during the last five years (Data Template)	Year						INR in lakhs						
Year														
INR in lakhs														
<p>4.2.5</p> <p>Q_nM</p>	<p><i>Availability of remote access to e-resources of the library</i> (Yes /No)</p> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none">E-resourceContact person detailsConnectivity Bandwidth available <p>File Description (Upload)</p> <ul style="list-style-type: none">Any additional informationDetails of remote access to e-resources of the library (Data Template)	<p>1</p>												
<p>4.2.6</p> <p>Q_nM</p>	<p><i>Percentage per day usage of library by teachers and students</i> <i>(current year data)</i></p> <p>4.2.6.1: Number of teachers and students using library per day over last one year</p> <p>Data Requirements:</p> <ul style="list-style-type: none">Upload last page of accession register detailsMethod of computing per day usage of libraryNumber of users using library through e-accessNumber of physical users accessing library <p>Formula:</p> $\frac{\text{Number of teachers and students using library per day}}{\text{Total number of teachers and students}} \times 100$ <p>File Description (Upload)</p> <ul style="list-style-type: none">Any additional information	<p>2</p>												

	<ul style="list-style-type: none"> Details of library usage by teachers and students 				
4.2.7 Q_nM	<p><i>E-content is developed by teachers :</i></p> <ol style="list-style-type: none"> For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government initiative For institutional LMS <p>Options:</p> <table border="0"> <tr> <td> A. Any 5 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 </td> <td style="font-size: 3em; vertical-align: middle;">}</td> <td style="vertical-align: middle;">Opt one</td> </tr> </table> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> 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 <p>File Description (Upload)</p> <ul style="list-style-type: none"> 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) 	A. Any 5 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	}	Opt one	3
A. Any 5 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	}	Opt one			

Key Indicator – 4.3 IT Infrastructure (30)

Metric No.		Weightage
4.3.1 Q_iM	<p><i>Institution frequently updates its IT facilities including Wi-Fi</i></p> <p>Describe IT facilities including Wi-Fi with date and nature of updation within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> Upload any additional information Paste link for additional information 	05
4.3.2 Q_nM	<p><i>Student - Computer ratio (current year data)</i></p> <p>Number of students : Number of Computers</p> <p>Data Requirements:</p> <ul style="list-style-type: none"> Number of computers in working condition Total Number of students <p>File Description</p>	11

	<ul style="list-style-type: none"> • Upload any additional information • Student – computer ratio 				
4.3.3 Q_nM	<p><i>Available bandwidth of internet connection in the Institution (Leased line)</i></p> <p>Options:</p> <table border="0"> <tr> <td> A. ≥1 GBPS B. 500 MBPS - 1 GBPS C. 250 MBPS - 500 MBPS D. 50 MBPS - 250 MBPS E. <50 MBPS </td> <td style="font-size: 3em; vertical-align: middle; padding: 0 10px;">}</td> <td style="vertical-align: middle;">Opt one</td> </tr> </table> <p>Data Requirements:</p> <ul style="list-style-type: none"> • Available internet bandwidth <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Details of available bandwidth of internet connection in the Institution 	A. ≥1 GBPS B. 500 MBPS - 1 GBPS C. 250 MBPS - 500 MBPS D. 50 MBPS - 250 MBPS E. <50 MBPS	}	Opt one	8
A. ≥1 GBPS B. 500 MBPS - 1 GBPS C. 250 MBPS - 500 MBPS D. 50 MBPS - 250 MBPS E. <50 MBPS	}	Opt one			
4.3.4 Q_nM	<p><i>Facilities for e-content development such as Media centre, Recording facility, Lecture Capturing System(LCS)</i></p> <p align="right"><i>(Yes /No)</i></p> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Upload the names of the e-content development facilities <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Links of photographs • Facilities for e-content development such as Media Centre, Recording facility, LCS (Data Templates) 	1			

4.3:- For Dual Mode Universities

Metric No.		Weightage								
4.3.5 QnM	<p><i>ICT enabled facilities at DDE</i></p> <p>Percentage of the rooms of the DDE are IT enabled as on date</p> <p>Details of rooms with ICT facilities/Wi-Fi/LAN (data as on date) at DDE (cumulative) and total number of rooms at the DDE (cumulative)</p> <table><tr><td>Number of IT enabled rooms at DDE</td><td></td></tr><tr><td>Total number of rooms at DDE</td><td></td></tr><tr><td>Number of IT enabled Seminar halls at DDE</td><td></td></tr><tr><td>Total number of Seminar halls at DDE</td><td></td></tr></table> <p>Data requirements: (As per Data Template)</p> <ul style="list-style-type: none">• <u>Number of rooms with ICT facilities/Wi-Fi/LAN at DDE</u>• Total number of rooms (cumulative) at the DDE	Number of IT enabled rooms at DDE		Total number of rooms at DDE		Number of IT enabled Seminar halls at DDE		Total number of Seminar halls at DDE		05
Number of IT enabled rooms at DDE										
Total number of rooms at DDE										
Number of IT enabled Seminar halls at DDE										
Total number of Seminar halls at DDE										

	<p>Formula:</p> $\frac{\text{Number of classrooms and seminar halls with ICT facilities at DDE}}{\text{Total number of rooms and seminar halls at DDE}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • Photographs of infrastructure facilities at DDE • As per Data Template • Any other relevant information 	
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Key Indicator - 4.4 Maintenance of Campus Infrastructure (15)

Metric No.		Weightage												
4.4.1 Q _n M	<p><i>Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years (INR in lakhs)</i></p> <p>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)</p> <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> <p>Data Requirement for last five years:(As per Data Template in Section B)</p> <ul style="list-style-type: none">• Non salary expenditure incurred• Expenditure incurred on maintenance of campus infrastructure <p>Formula:</p> <p style="text-align: center;">Expenditure on maintenance of physical and academic support facilities excluding salary component</p> <p>Percentage per year = $\frac{\text{Total expenditure excluding salary component}}{\text{Total expenditure excluding salary component}} \times 100$</p> <p style="text-align: center;">Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p> <p>File Description</p> <ul style="list-style-type: none">• Upload any additional information• Audited statements of accounts.• Details about assigned budget and expenditure on physical facilities and academic facilities (Data Templates)	Year						INR in lakhs						10
Year														
INR in lakhs														
4.4.2	<p><i>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory,</i></p>	05												

Q₁M	<p><i>library, sports complex, computers, classrooms etc.</i></p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the website within a minimum of 500 word and maximum of 1000 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information 	
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Criterion V - Student Support and Progression (100)
Key Indicator - 5.1 Student Support (40)

Metric No.		Weightage												
5.1.1	<i>Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years</i>	5												
Q _n M	<p>5.1.1.1: Number of students benefited by scholarships and freeships provided by the Government year wise during the last five years</p> <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> <p>Data Requirement for last five years:(As per Data Template in Section B)</p> <ul style="list-style-type: none">• Name of the scheme• Number of students benefiting <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of students benefited by scholarships and freeships by government}}{\text{Number of students}} \times 100$ <p>Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p> <p>File Description</p> <ul style="list-style-type: none">• upload self attested letter with the list of students sanctioned scholarship• Upload any additional information• Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	Year						Number						
Year														
Number														
5.1.2	<i>Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years</i>	5												
Q _n M	<p>5.1.2.1: Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year wise during the last five years</p> <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Year												
Year														

	<table><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Data Requirement for last five years:(As per Data Template in Section B)</p> <ul style="list-style-type: none">• Name of the scheme with contact information• Number of students benefiting <p>Formula:</p> <p style="text-align: center;">Total Number of students benefited by scholarships and freeships besides government</p> <p>Percentage per year = $\frac{\text{Total Number of students benefited by scholarships and freeships besides government}}{\text{Number of students}} \times 100$</p> <p style="text-align: center;">Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p> <p>File Description</p> <ul style="list-style-type: none">• Upload any additional information• Number of students benefited by scholarships and freeships besides government schemes in last 5 years (Data Template)	Number						
Number								
<p>5.1.3</p> <p>Q_nM</p>	<p><i>Number of capability enhancement and development schemes</i></p> <ol style="list-style-type: none">1. Guidance for competitive examinations2. Career Counselling,3. Soft skill development,4. Remedial coaching,5. Language lab,6. Bridge courses7. Yoga and Meditation8. Personal Counselling <p>Options:</p> <div><div><div>A. 7 or more of the above</div><div>B. Any 6 of the above</div><div>C. Any 5 of the above</div><div>D. Any 4 of the above</div><div>E. ≤ 3 of the above</div></div><div>}</div><div>Opt one</div></div> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none">• Name of the capability enhancement scheme• Year of implementation• Number of students enrolled• Name of the agencies involved with contact details <p>File Description (Upload)</p> <ul style="list-style-type: none">• Link to Institutional website• Any additional information• Details of capability enhancement and development schemes (Data Template)	<p>07</p>						

<p>5.1.4</p> <p>Q_nM</p>	<p><i>Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years</i></p> <p>5.1.4.1: Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year wise during the last five years</p> <table border="1"> <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> <p>Data Requirement for last five years:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of the scheme • Number of students who have passed in the competitive exam • Number of students placed <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of students benefited by guidance for competitive examinations and career counselling offered by the institution}}{\text{Number of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Number of students benefited by guidance for competitive examinations and career counselling during the last five years (Data Template) 	Year						Number						<p>04</p>
Year														
Number														
<p>5.1.5</p> <p>Q_iM</p>	<p><i>The institution has an active international students cell to cater to the requirements of foreign students</i></p> <p>Describe the international students cell activities within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 	<p>2</p>												
<p>5.1.6</p> <p>Q_nM</p>	<p><i>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</i> (Yes /No)</p> <p>Data Requirement: (As per Data Template in Section B)</p> <p>Upload the minutes of the meetings of student redressal committee, prevention of sexual harassment committee and anti ragging committee</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee • Upload any additional information 	<p>1</p>												

	<ul style="list-style-type: none"> Details of student grievances including sexual harassment and ragging cases (Data Template) 	
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5.1:- For Dual Mode Universities

Metric No.		Weightage
5.1.7 Q₁M	<p><i>Pre-admission Counselling Services at DDE</i> Activities undertaken by DDE for providing pre-admission counseling services to prospective learners and induction of newly enrolled learners at DDE Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> Relevant information on activities undertaken Any other relevant information 	02
5.1.8 Q₁M	<p><i>Online Admission and Related Activities at DDE</i> The status and process of online admission including payment of fees at DDE Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> Online Admission and related activities Any other relevant information 	02
5.1.9 Q₁M	<p><i>Dispatch of Study Material to Learners by DDE</i> Strategy followed by DDE for dispatch of study material to learners Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> Material dispatch related activities Any other relevant information 	02
5.1.10 Q_nM	<p><i>Attending to learners' queries by DDE</i> Modes employed by DDE to attend to learners' queries Enlist the approaches given below, used by the University to attend to learners' queries:</p> <ol style="list-style-type: none"> 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. Student Services Centre/ Inquiry Counter 	05

	<p>12. Postal communication</p> <p>13. Any other (please specify)</p> <p>Options: (Choose any one of the below)</p> <p>A. Any 8 or more of the above</p> <p>B. Any 6-7of the above</p> <p>C. Any 4-5 of the above</p> <p>D. Any 1-3 of the above</p> <p>E. None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> • Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Student Services Centre, any other • As per Data Template • Any other relevant information 																			
<p>5.1.11</p> <p>QnM</p>	<p><i>Addressing learners’ grievances at DDE</i></p> <p>DDE has a transparent mechanism for timely redressal of learner grievances. Average percentage of grievances received at HQ and redressed year wise over the last five years</p> <p>Total number of grievances received at HQ and redressed year wise over the last five years</p> <table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of grievances received at DDE</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of grievances redressed</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • <u>Number of grievances received at DDE and redressed year wise over the last five years</u> <p>Formula:</p> <p>Percentage per year = $\frac{\text{Number of grievances redressed at DDE}}{\text{Total number of grievances received at DDE}} \times 100$</p> <p>Average percentage = $\frac{\sum \text{Percentage per year}}{n}$</p> <p>Upload:</p> <ul style="list-style-type: none"> • Web link to Grievance Redressal Mechanism Committee for learners • As per Data Template • Any other relevant information 	Year						Number of grievances received at DDE						Number of grievances redressed						<p>5</p>
Year																				
Number of grievances received at DDE																				
Number of grievances redressed																				

Key Indicator - 5.2 Student Progression (35)

Metric No.		Weightage
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<div>5.2.1</div> <div>Q_nM</div>	<div>Average percentage of placement of outgoing students during the last five years</div> <div>5.2.1.1: Number of outgoing students placed year wise during the last five years</div> <div><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></div> <div>Data Requirement for last five years: (As per Data Template in Section B)</div> <div><ul style="list-style-type: none">Name of the employer with contact detailsNumber of students placed</div> <div>Formula:</div> <div>Percentage per year = $\frac{\text{Number of outgoing students placed}}{\text{Number of outgoing students}} \times 100$</div> <div>Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</div> <div>File Description (Upload)</div> <div><ul style="list-style-type: none">Self attested list of students placedUpload any additional informationDetails of student placement during the last five years (Data Template)</div>	Year						Number						15
Year														
Number														
<div>5.2.2</div> <div>Q_nM</div>	<div>Percentage of student progression to higher education (previous graduating batch) (current year data)</div> <div>5.2.2.1: Number of outgoing students progressing to higher education</div> <div>Data Requirement : (As per Data Template in Section B)</div> <div>Number of students proceeding from</div> <div><ul style="list-style-type: none">UG to PG:PG to MPhil:PG to PhD:MPhil to PhD:PhD to Post doctoral:</div> <div>Formula:</div> <div>$\frac{\text{Number of outgoing students progressing to higher education}}{\text{Total number of final year students}} \times 100$</div> <div>File Description (Upload)</div> <div><ul style="list-style-type: none">Upload supporting data for student/alumniAny additional informationDetails of student progression to higher education (Data Template)</div>	10												
<div>5.2.3</div> <div>Q_nM</div>	<div>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)</div>	06												

5.2.3.1: Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ Civil services/State government examinations) year wise during 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>	Year						Number					
Year													
Number													
5.2.3.2: 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	<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>	Year						Number					
Year													
Number													
Data Requirement for last five years: (As per Data Template in Section B)													
Number of students selected to													
<ul style="list-style-type: none">• NET• SLET• GATE• GMAT• CAT• GRE• TOEFL• Civil Services• State government examinations													
Formula:													
<div>Percentage per year = $\frac{\text{Number of students qualifying in state,national,international level exams}}{\text{Number of students appeared for the state,national,International level exams}} \times 100$</div> <div>Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</div>													
File Description (Upload)													
<ul style="list-style-type: none">• 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:- For Dual Mode Universities

Metric No.		Weightage
5.2.4 Q _n M	Submission of assignments at DDE	02

	<p>Percentage of learners enrolled at DDE in the preceding academic year (only newly enrolled) have submitted assignments as per the academic calendar</p> <p>Data requirement:(As per Data Template)</p> <ul style="list-style-type: none"> • Name of the programme and courses • Programme wise Enrollment details • Number of assignment(s) per course • Number of assignment(s) submitted per course <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of newly enrolled learners submitted assignments in the preceding academic year}}{\text{Total number of newly enrolled learners in the preceding academic year}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • 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 _n M	<p><i>Number of learners of DDE passed out term end examination</i></p> <p>Percentage of learners enrolled at DDE in the preceding academic year (only freshly enrolled) and have appeared and have passed in the term end examination</p> <p>Data requirement:(As per Data Template)</p> <ul style="list-style-type: none"> • Name of the programme and courses • Programme wise Enrollment details • Name and enrolment number of learners (only freshly enrolled) who have passed term end examinations <p>Formula:</p> $\frac{\text{Number of freshly enrolled learners passed in the preceding year}}{\text{Total number of freshly enrolled learners in term end examination in the preceding year}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> • List of programmes on offer • Web-link of examination schedule • List of learners (only freshly enrolled) who have passed term end examination • As per Data Template • Any other relevant information 	02

Key Indicator - 5.3 Student Participation and Activities (20)

Metric No.		Weightage
5.3.1 Q _n M	<p><i>Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years</i></p> <p>5.3.1.1: Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team</p>	10

	<p>event should be counted as one) year wise during the last five years</p> <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> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">• Name of the award/ medal• National/ International• Sports/ Cultural <p>File Description (Upload)</p> <ul style="list-style-type: none">• e-copies of award letters and certificates• Any additional information• Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five year (Data Template)	Year						Number						
Year														
Number														
<p>5.3.2</p> <p>Q₁M</p>	<p><i>Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution</i></p> <p>Describe the Student Council activity and students role in academic & administrative bodies within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none">• Paste link for additional information• Upload any additional information	<p>5</p>												
<p>5.3.3</p> <p>Q_nM</p>	<p><i>Average number of sports and cultural activities / competitions organized at the institution level per year</i></p> <p>5.3.3.1: Number of sports and cultural activities / competitions organised at the institution level year wise during the last five years</p> <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> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none">• Name of the activity <p>Formula:</p> <div><div>Number of sports and cultural activities or competitions organised by the institution during the last 5 years</div><div>5</div></div> <p>File Description</p> <ul style="list-style-type: none">• Report of the event• Upload any additional information• Number of sports and cultural activities / competitions organised per year (Data Template)	Year						Number						<p>5</p>
Year														
Number														

Key Indicator - 5.4 Alumni Engagement (05)

Metric No.		Weightage
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<div>5.4.1</div> <div>Q₁M</div>	<div><i>The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years</i></div> <div>Describe contribution of alumni association to the institution within a maximum of 200 words</div> <div>File Description<ul style="list-style-type: none">Paste link for additional informationUpload any additional information</div>	02												
<div>5.4.2</div> <div>Q_nM</div>	<div><i>Alumni contribution during the last five years (Amount in Rupees)</i></div> <div>Options:<div><div><div>A. ≥ 100 Lakhs</div><div>B. 50Lakhs - 100 Lakhs</div><div>C. 20 Lakhs - 50 Lakhs</div><div>D. 5 Lakhs - 20 Lakhs</div><div>E. <5 Lakhs</div></div><div>}</div><div>Opt one</div></div></div> <div>Data Requirement for last five years (year wise): (As per Data Template in Section B)</div> <div><ul style="list-style-type: none">Name of the alumnus/ alumni association:Quantum of contribution:</div> <div>File Description<ul style="list-style-type: none">Upload any additional informationAlumni association audited statements (Data Template)</div>	02												
<div>5.4.3</div> <div>Q_nM</div>	<div><i>Number of Alumni Association /Chapters meetings held during the last five years</i></div> <div>5.4.3.1: Number of Alumni Association /Chapters meetings held year wise during last the five years</div> <div><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></div> <div>Data Requirement for last five years: (As per Data Template in Section B)</div> <div><ul style="list-style-type: none">Number of alumni association meetingsDates of meetings</div> <div>File Description (upload)<ul style="list-style-type: none">Report of the eventUpload any additional informationNumber of Alumni Association / Chapters meetings conducted during the last five years (Data Template)</div>	Year						Number						01
Year														
Number														

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

Metric No.		Weightage
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6.1.1 Q_IM	<p><i>The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University</i></p> <p>Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers in the decision making bodies of the university within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 	5
6.1.2 Q_IM	<p><i>The institution practices decentralization and participative management</i></p> <p>Describe a case study showing decentralisation and participative management in the institution in practice within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 	5

Key Indicator - 6.2 Strategy Development and Deployment (10)

Metric No.		Weightage
6.2.1 Q_IM	<p><i>Perspective/Strategic plan and deployment documents are available in the institution</i></p> <p>Describe one activity successfully implemented based on the strategic plan within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Strategic Plan and deployment documents on the website • Paste link for additional information • Upload any additional information 	2
6.2.2 Q_IM	<p><i>Organizational structure of the university including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism</i></p> <p>Describe the Organogram of the Institution within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Link to Organogram of the University webpage • Upload any additional information 	2
6.2.3 Q_nM	<p><i>Implementation of e-governance in areas of operation</i></p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination <p>Options:</p>	4

	<p>A. All 5 of the above B. Any 4 of the above C. Any 3 of the above D. Any 2 of the above E. \leq 1 of the above</p> <p style="text-align: right;">} Opt one</p> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Areas of e-governance Planning and Development Administration Finance and Accounts Student Admission and Support Examination • Name of the Vendor with contact details • Year of implementation <p>File Description (Upload)</p> <ul style="list-style-type: none"> • ERP (Enterprise Resource Planning) Document • Screen shots of user interfaces • Any additional information • Details of implementation of e-governance in areas of operation Planning and Development, Administration etc (Data Template) 	
6.2.4 Q₁M	<p><i>Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions</i></p> <p>Describe one activity successfully implemented based on the Minutes of the meetings of various Bodies/ Cells and Committees within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 	2

Key Indicator - 6.3 Faculty Empowerment Strategies (30)

Metric No.		Weightage
6.3.1 Q₁M	<p><i>The institution has effective welfare measures for teaching and non-teaching staff</i></p> <p>Provide the list of existing welfare measures for teaching and non-teaching staff in maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 	6

<p>6.3.2</p> <p>Q_nM</p>	<p><i>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years</i></p> <p>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</p> <table border="1"> <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> <p>Data Requirement for last five years:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of teacher • Name of conference/ workshop attended for which financial support provided • Name of the professional body for which membership fee is provided <p>Formula:</p> <p>Percentage per year =</p> $\frac{\text{Number of teachers provided with financial support to attend conferences,workshops and towards membership fee of professional bodies}}{\text{Number of full time teachers}} \times 100$ <p>Average percentage = $\frac{\sum \text{Percentage per year}}{5}$</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template) 	Year						Number						<p>6</p>
Year														
Number														
<p>6.3.3</p> <p>Q_nM</p>	<p><i>Average number of professional development / administrative training Programmes organized by the university for teaching and non teaching staff during the last five years</i></p> <p>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</p> <table border="1"> <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> <p>Data Requirement for last five years:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Title of the professional development Programme organised for teaching staff • Title of the administrative training Programme organised for non-teaching staff • Dates (From-to) 	Year						Number						<p>8</p>
Year														
Number														

	<p>Formula:</p> $\frac{\text{Total Number of professional development or administrative training Programmes organized for teaching and non teaching staff during the last five years}}{5}$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Reports of the Human Resource Development Centres (UGC ASC or other relevant centres). • Reports of Academic Staff College or similar centers • Upload any additional information • Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) 													
<p>6.3.4</p> <p>Q_nM</p>	<p><i>Average percentage of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the last five years</i></p> <p>6.3.4.1: Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during the last five years</p> <table border="1"> <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> <p>Data Requirement for last five years:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Number of teachers • Title of the Programme • Duration (From -to) <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Total Number of teaching staff attending such Programmes}}{\text{Number of full time teachers}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>File Description</p> <ul style="list-style-type: none"> • IQAC report summary • Reports of the Human Resource Development Centres (UGC ASC or other relevant centers). • Upload any additional information • Details of teachers attending professional development Programmes during the last five years (Data Template) 	Year						Number						<p>8</p>
Year														
Number														

6.3.5 Q₁M	<p><i>Institution has Performance Appraisal System for teaching and non-teaching staff</i></p> <p>Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 	2
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Key Indicator – 6.4 Financial Management and Resource Mobilization (20)

Metric No.		Weightage												
6.4.1 Q ₁ M	<i>Institution conducts internal and external financial audits regularly</i> 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 <ul style="list-style-type: none">• Paste link for additional information• Upload any additional information	2												
6.4.2 Q _n M	<i>Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)</i> 6.4.2.1: Total Grants received from non-government bodies, individuals, philanthropists year wise during the last five years (INR in <i>Lakhs</i>) <table border="1"><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>INR in <i>Lakhs</i></td><td></td><td></td><td></td><td></td><td></td></tr></table> Data Requirement for last five years:(As per Data Template in Section B) <ul style="list-style-type: none">• Name of the non government funding agencies/ individuals• Funds/ Grants received File Description (Upload) <ul style="list-style-type: none">• Annual statements of accounts• Any additional information• Details of Funds / Grants received from non-government bodies during the last five years (Data Template)	Year						INR in <i>Lakhs</i>						10
Year														
INR in <i>Lakhs</i>														
6.4.3 Q ₁ M	<i>Institutional strategies for mobilization of funds and the optimal utilisation of resources</i> Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words File Description <ul style="list-style-type: none">• Paste link for additional information	8												

	<ul style="list-style-type: none"> • Upload any additional information 	
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Key Indicator - 6.5 Internal Quality Assurance System (30)

Metric No.		Weightage												
6.5.1 Q _I M	<p><i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</i></p> <p>Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none">• Paste link for additional information• Upload any additional information	8												
6.5.2 Q _I M	<p><i>The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms</i></p> <p>Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each</p> <p>File Description</p> <ul style="list-style-type: none">• Paste link for additional information• Upload any additional information	8												
6.5.3 Q _n M	<p><i>Average number of quality initiatives by IQAC for promoting quality culture per year</i></p> <p>6.5.3.1: Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <table border="1"><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> <p>Data Requirement for last five years:(As per Data Template in Section B)</p> <ul style="list-style-type: none">• Name of quality initiative by IQAC• Duration (From _to_)• Number of participants <p>File Description</p> <ul style="list-style-type: none">• Upload any additional information• IQAC link• Number of quality initiatives by IQAC per year for promoting quality culture (Data Template)	Year						Number						3
Year														
Number														
6.5.4 Q _n M	<p><i>Quality assurance initiatives of the institution include:</i></p> <p>1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely</p>	6												

	<p>submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements</p> <p>2. Academic Administrative Audit (AAA) and initiation of follow up action</p> <p>3. Participation in NIRF</p> <p>4. ISO Certification</p> <p>5. NBA or any other quality audit</p> <p>Options:</p> <p>A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p style="text-align: center;">} Opt one</p> <p>Data Requirement for last five years:(As per Data Template in Section B)</p> <p>Quality initiatives</p> <ul style="list-style-type: none"> • AQARs prepared/ submitted • Academic Administrative Audit (AAA) and initiation of follow up action • Participation in NIRF • ISO Certification • NBA or any other certification received <p>File Description</p> <ul style="list-style-type: none"> • 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) 	
<p>6.5.5</p> <p>Q₁M</p>	<p><i>Incremental improvements made during the preceding five years (in case of first cycle)</i></p> <p><i>Post accreditation quality initiatives (second and subsequent cycles)</i></p> <p>Describe quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years within a Maximum of 500 words each</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 	5

Criterion VII – Institutional Values and Best Practices (100)

CRITERION VII – For Dual Mode Universities

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

Metric No.		Weightage
	Empowerment and Inclusion (15)	
7.1.1 Q_nM	Initiatives for the empowerment of the marginalized and the weaker sections	5

	<p>Number of initiatives undertaken by the Institution year wise during the last five years for empowering the marginalized and the weaker sections, the disadvantaged: women, SC, ST, OBC, PwD, transgender, jail inmates, defence personnel, persons residing in rural and remote areas, backward and tribal areas.</p> <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Total number of initiatives undertaken</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Data requirement:</p> <ul style="list-style-type: none">• <u>List of initiatives undertaken year wise (as per data template)</u>• <u>Date of implementation of the initiatives</u>• <u>Category of beneficiaries</u>• <u>Total number of beneficiaries</u> <p>Upload</p> <ul style="list-style-type: none">• List of initiatives undertaken by the Institution• Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc• Report(s) of the event(s)• As per Data Template• Any other relevant information	Year						Total number of initiatives undertaken						
Year														
Total number of initiatives undertaken														
7.1.2 Q ₁ M	<p>Gender sensitivity at work place</p> <p>Institution shows gender sensitivity in providing facilities such as:</p> <ul style="list-style-type: none">a) Safety and Security at the work placeb) Grievance redressal for sexual harassment at work placec) Day care centre (Creche)d) Provision for redressal for sexual harassment at work placee) Any other <p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none">• Specific facilities provided for women as listed above• Notification of Committee of Prevention of Sexual Harassment at Workplace• Minutes of the meeting of the Committee• Any additional information	5												
7.1.3 Q _n M	<p>PwD friendly amenities</p> <p>PwD friendly amenities are available in the Institution</p> <ul style="list-style-type: none">1) Lifts2) Ramps3) Rails4) Rest Rooms5) Scribes6) Braille sign boards7) Braille Software/facilities8) Audio books,9) Sign language facilities	5												

	<p>10) Accessible website 11) Accessible study material 12) Any other similar facility (Specify)</p> <p>Options: (Choose any one of the below)</p> <p>A. Any 7 or more of the above B. Any 5-6 of the above C. Any 3-4 of the above D. Any 1-2 of the above E. None of the above</p> <p>Data requirement:</p> <ul style="list-style-type: none"> • <u>Type of PwD friendly amenities available</u> • <u>Date of procurement/launch/establishment</u> <p>Upload</p> <ul style="list-style-type: none"> • Link to photos and videos of amenities for PwD • List of amenities available in the institution for PwD • Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc • Access audit report, if available • Any additional information 	
Environmental Consciousness and Sustainability (15)		
7.1.4 QnM	<p>Green Practices</p> <p>Green practices are being implemented in the Institution over the last five years</p> <ol style="list-style-type: none"> 1. Smoke free campus 2. Plastic free campus 3. Paperless office 4. Rainwater harvesting 5. Waste management 6. Renewable energy initiatives 7. Energy efficiency practices 8. Any other <p>Options: (Choose any one of the below)</p> <p>A. All of the above B. Any 5 - 6 of the above C. Any 3 – 4 of the above D. Any 1 – 2 of the above E. None of the above</p> <p>Data requirement:</p> <ul style="list-style-type: none"> • <u>List of green practices implemented year-wise</u> • <u>Power requirement met by renewable energy sources</u> • <u>Total power requirement</u> <p>Upload</p> <ul style="list-style-type: none"> • Photographs of green initiatives 	5

	<ul style="list-style-type: none"> • Green audit report of the University • Audited reports of details of green initiatives and expenditure • As per Data Template • Any other relevant information 	
7.1.5 QnM	<p>Green Campus The institution has taken measures to set up a ‘green campus’ over the last five years</p> <ol style="list-style-type: none"> 1. Landscaping of the campus 2. Maintenance of natural forest area 3. Planting of tress 4. Development of farms on campus 5. Planting of ornamental plants 6. Planting of potted flowering and foliage plants 7. Re-cycling of agro-waste into compost 8. Created rainwater harvesting trenches 9. Recycling of sewage water 10. Any other <p>Options: (Choose any one of the below)</p> <ol style="list-style-type: none"> A. All of the above B. Any 5 - 6 of the above C. Any 3 – 4 of the above D. Any 1 – 2 of the above E. None of the above <p>Data requirement:</p> <ul style="list-style-type: none"> • <u>List of initiatives taken for a green campus year-wise</u> <p>Upload</p> <ul style="list-style-type: none"> • Photographs of green campus • Audited reports of expenditure details of initiatives taken for a green campus • Award for the green campus • As per Data Template • Any other relevant information 	5
7.1.6 QnM	<p>Quality audits on environment and energy Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Options: (Choose any one of the below)</p> <ol style="list-style-type: none"> A. Any 4 or more of the above B. Any 3 of the above 	5

	<p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p> <p>Upload:</p> <ul style="list-style-type: none">• Reports on environment and energy audits• As per Data Template• Any other relevant information													
Human Values and Professional Ethics (20)														
7.1.7 Q_nM	<p>Code of conduct for different stakeholders</p> <p>Stakeholders code of conduct exists in the Institution</p> <ol style="list-style-type: none">1. Teachers and other academics2. Non-academic staff3. LSC functionaries4. Learners <p>Options: (Choose any one of the below)</p> <p>A. All of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p> <p>Upload</p> <ul style="list-style-type: none">• Institution code of conduct for teachers and other academics• Institution code of conduct for non-academic staff• Institution code of conduct for LSC functionaries• Institution code of conduct for Learners• As per Data Template• Any other relevant information	4												
7.1.8 Q_nM	<p>Core values displayed on website</p> <p>Core values of the Institution displayed on its website (Yes/No)</p> <p>Upload</p> <ul style="list-style-type: none">• Provide URL of website that displays core values• Any additional information	1												
7.1.9 Q_nM	<p>Efforts for increasing consciousness about constitutional obligations</p> <p>Institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens, Right to Information Act and other constitutional obligations amongst different stakeholders over the last five years</p> <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of activities organized</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Data requirement:</p>	Year						Number of activities organized						5
Year														
Number of activities organized														

	<ul style="list-style-type: none"> • <u>Title of the Program/Activity year-wise</u> • <u>Duration (from-to)</u> • <u>Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading</u> <p>Upload</p> <ul style="list-style-type: none"> • Photographs of activities organized to increase consciousness about national identities and symbols • Reports of activities • As per Data Template • Any other relevant information 													
7.1.10 Q_nM	<p>Promotion of universal values and fundamental duties</p> <p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year wise over the last five years</p> <table border="1"> <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> <p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • <u>Title of the Programme/Activity</u> • <u>Duration (From-to-)</u> • <u>Number of participants</u> • <u>Handbooks, manuals and brochures on human values and professional ethics.</u> • <u>Report on the student attributes facilitated by the Institution</u> <p>Upload</p> <ul style="list-style-type: none"> • Reports of activities conducted for promotion of universal values • Photographs of activities • As per Data Template • Any other relevant information 	Year						Number						5
Year														
Number														
7.1.11 Q_iM	<p>Celebration of national festivals etc.</p> <p>Efforts of the Institution in organizing national festivals and birth / death anniversaries of the great Indian personalities Write description in maximum of 500 words</p> <p>Upload:</p> <ul style="list-style-type: none"> • Reports of activities • Photographs of activities • Any additional information 	2												
7.1.12 Q_iM	<p>Transparency in functioning</p> <p>Efforts of the Institution towards maintenance of complete transparency in its financial, academic, administrative and auxiliary functions within maximum of 500 words</p>	3												

	<p>Write description in maximum of 500 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none">• Policy document (if any)• Any additional information	
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Key Indicator - 7.2 Best Practices (30)

<u>Metric No.</u>		<u>Weightage</u>
7.2.1 Q₁M	<p>Best Practices</p> <p>Two best practices each under A, B and C given below implemented successfully by the Institution</p> <p>Write description in maximum of 1000 words (each under A, B and C)</p> <p>A . Responsiveness towards learners</p> <ul style="list-style-type: none">• The institution has a dedicated online / offline helpdesk / toll free no.• Grievance redressal mechanism is in place• Institutional system of learner feedback is in place• Any other <p>B. Accountability</p> <ul style="list-style-type: none">• Meetings of all the statutory bodies are held as per statutory provisions• Auditing and budgeting is carried out as per rules• All procurement is done as per the defined process• Academic calendar is being followed strictly• Any other <p>C. Transparency</p> <ul style="list-style-type: none">• Proper sharing of information with the concerned stakeholders• Transparent system of monitoring and evaluation• Proper institutional system of inclusive planning• All relevant information is made available in public domain• Any other <p>Provide web-link to</p> <ul style="list-style-type: none">• Reports of activities• Policy document (if any)• Any other additional information	30 (10+10+10)

Key Indicator - 7.3 Institutional Distinctiveness (20)

<u>Metric No.</u>		<u>Weightage</u>
7.3.1	Areas of distinctiveness	20

QM	<p>Institution's performance in any 4 of the following areas distinctive to its vision, priority and thrust</p> <p>Write description in maximum of 250 words each</p> <ol style="list-style-type: none">1. E-Governance2. Globalized Content3. Innovative Pedagogies4. Technology enabled Learner Support5. Penetration into Remote and Tribal Areas6. Content in Regional languages7. Enhancing Research and Innovation8. Social Responsibility Endeavours9. Secure Databases10. Modern Infrastructure Facilities11. Landscaping the Campus12. National/ International Recognition13. Any other (appropriate for ODL system) <p>Provide web-link to</p> <ul style="list-style-type: none">• Relevant links• Any other additional information	
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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	For Ex: English	Zoology	Bio-Technology
1.	Year of Establishment			
2.	Is the Department part of a School/Faculty of the University			
3.	Names of programmes offered			
4.	Number of teaching posts Sanctioned/Filled			
5.	Number of Research Projects: Total grants received			
6.	Inter –institutional collaborative projects and Associated grants received			
	National collaboration			
	International collaboration			
7.	Departmental projects funded by DST-FIST, UGC-SAP/CAS,DPE, DBT, ICSSR, AICTE etc., : Total grants received			
8.	Special research laboratories sponsored by / created by industry or corporate bodies			
9.	Publications:			
	Number of Papers published			
	Number of Books with ISBN			
	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 Defense Services examinations, NET, SET (SLET), GATE and other competitive examinations			
14.	List of doctoral, post-doctoral students and research associates			
	From the host institution/university			
	From other institutions/universities			
15.	Number of Research Scholars/ Post Graduate students getting financial assistance from the University/State/ Central			

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.

- 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.

Data Templates / Documents - Quantitative Metrics (Q_nM)

Sl. NO.	Criterion I – Curricular Aspects (150)							
	Key Indicator - 1.1 Curriculum Design and Development (50)							
1.	1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years (20)							
	Program me Code	Programm e name	Name of the Depart ment	Year of Introduction	If revision has been carried out in the syllabus during last 5 years	Year of revision	Percentage of Syllabus content added or replaced	Link of the relevant document
	Document: <ul style="list-style-type: none">• Minutes of relevant Academic Council/BOS meeting• Institutional data in prescribed format.• Syllabus prior and post revision of the courses.							
2.	1.1.3 Average percentage of courses having focus on employability/entrepreneurship/skill development during the last five years (10)							
	Name of the Course	Course Code	Name of the Programme	Activities with direct bearing on Employability/ Entrepreneurship/ Skill development			Year of introduction	
	Documents: <ul style="list-style-type: none">• 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.• Institutional data in prescribed format.							

	Key Indicator - 1.2 Academic Flexibility (50)							
3.	1.2.1 Percentage of new courses introduced of the total number of courses across all Programmes offered during the last five years (30)							

Name of the new course introduced in the last 5 years	Programme name	Programme code	Course code	Year of introduction	Link of the relevant document
Documents: <ul style="list-style-type: none"> • Minutes of relevant Academic Council/BOS meetings. • Institutional data in prescribed format. 					

4.	1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented (<i>current year data</i>) (20)				
	Name of all Programmes adopting CBCS course system	Name of all Programmes adopting elective course system	Programme Code	Year of implementation of CBCS / elective course system	Link of the relevant document
	Documents: <ul style="list-style-type: none"> • Minutes of relevant Academic Council/BOS meetings. • Institutional data in prescribed format. 				

	Key Indicator - 1.3 Curriculum Enrichment (30)					
5.	1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years (10)					
6.	1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above (5)					
	Name of the value added courses (with 30 or more contact hours) offered during last five years	Course Code	Year of offering	No. of times offered during the same year	Year of discontinuation	Number of students enrolled in the year
						Number of students completing the course in the year
	Year 1					

Year 2						
Year 3						
Year 4						
Year 5						

Documents 1.3.2:

- Brochure or any other document relating to value added courses.
- Institutional data in prescribed format.

Documents 1.3.3:

- Institutional data in prescribed format.
- List of students enrolled. Brochure

*DVV may verify random attendance sheet for at least 5% of the courses

7.	1.3.4 Percentage of students undertaking field projects / internships (current year data) (5)			
	Programme name	Programme Code	No. of students undertaking field projects / internships	Link of the relevant document

	Documents: <ul style="list-style-type: none"> • Institutional data in prescribed format. • List of students enrolled. *DVV may verify random attendance sheet for at least 5% of the courses.			

	Key Indicator - 1.4 Feedback System (20)			
8.	1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year wise (10) and for 1.4.2 Feedback processes of the institution may be classified as follows: (10) URL for feedback collection and analysis reports Documents: <ul style="list-style-type: none"> • Stakeholder feedback report. Action taken report of the University on feedback report as minuted by the Governing Council, Syndicate, Board of Management.			

	Criterion II -Teaching-Learning and Evaluation (200)			
	Key Indicator - 2.1 Student Enrolment and Profile (10)			
9.	2.1.1 Average percentage of students from other States and Countries during the last five years (3)			
	Year of enrolment	Number of students enrolled from other states	Number of students enrolled from other countries	Link of the relevant document
	Documents: <ul style="list-style-type: none"> • List of students from other states and countries in prescribed format. • Institutional data in prescribed format (May be verified from DCF of AISHE) *Random check of the application on form of foreign students (5%)			
10.	2.1.2 Demand Ratio (Average of last five years) (4)			

Programme name	Programme Code	Number of seats available / sanctioned	Number of eligible applications received	Number of students admitted
Documents: <ul style="list-style-type: none"> Institutional data in prescribed format. 				

11.	2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years (3)										
	Year	Number of seats earmarked for reserved category as per GOI or State Government rule					Number of students admitted from the reserved category				
		SC	ST	OBC	Gen	Others	SC	ST	OBC	Gen	Others
	Documents: • Institutional data in prescribed format. <i>(May be verified by DCF of AISHE.)</i> *Random check for at least 5% of the students.										

Key Indicator - 2.2 Catering to Student Diversity (20)							
12.	2.2.3 Percentage of differently abled students (Divyangjan) on rolls (5) (current year data)						
	Name of the student enrolled under Differently abled Category	Gender	UDID Card Number	Type of Disability	Percentage of Disability	Program enrolled	Year of Enrolment
	Documents: <ul style="list-style-type: none">• Institutional data in prescribed format.• List of differently abled students.• Any other document submitted by the Institution to a Government agency giving this information.						
	(May be verified from DCF of AISHE)						

Key Indicator - 2.3 Teaching- learning Process (20)						
13.	2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (5)					
	Number of teachers using ICT (LMS, e-Resources)	ICT tools and resources available	Number of ICT enabled classrooms with class room number	Number of smart classrooms with class room number	E-resources and techniques used	Link of the relevant documents
	Documents: <ul style="list-style-type: none"> • List of teachers using ICT. • LMS website/ Academic management system. • Institutional data in prescribed format. 					

Key Indicator - 2.4 Teacher Profile and Quality (50)							
14.	2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years (10) & for						
	2.4.3 Teaching experience of full time teachers in number of years (10)						
	Name of the Full-time teacher	PAN	Designation	No. of sanctioned posts	Year of appointment	Name of the Department	Total years of Experience
							Is the teacher still serving the institution/If not last year of the service of Faculty to the Institution
Documents: <ul style="list-style-type: none"> • Positions sanction letters by competent authority. • Upload appointment letters of faculty during last five years. • Institutional data in prescribed format. <i>(May be verified from DCF of AISHE)</i>							

15.	2.4.2 Average percentage of full time teachers with Ph.D. during the last five years (10)			
	Name of full time teachers with PhD	Year of obtaining PhD	Whether recognised as research Guide for ph.D	Year of Recognition as Research Guide
	Documents: Institutional data in prescribed format.			

16.	2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years (10) & for					
	3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards (1)					
	Name of full time teachers receiving awards from state level, national level, international level	Year of Award	PAN	Designation	Name of the award, fellowship, received from Government or recognized bodies	Incentives given by the HEI in recognition of the award
						Link for the relevant documents
Documents: <ul style="list-style-type: none">e-copies of award letters (scanned or soft copy).Institutional data in prescribed format.						

17.	2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years (10)		
	Year of Appointment	Name of full time teacher from other state	State from which qualifying degree was obtained

	Documents: <ul style="list-style-type: none"> • Institutional data in prescribed format. • Upload the relevant supporting document.
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	Key Indicator - 2.5 Evaluation Process and Reforms (40)				
18.	2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years (15)				
	Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year- end examination	Date of declaration of results of semester-end/ year- end examination
	Documents: <ul style="list-style-type: none"> • Institutional data in prescribed format. <p><i>(May be verified from DCF of AISHE.)</i> *Check 5% sample from the Controller of Exam (COE) office.</p>				

19.	2.5.5 Status of automation of Examination division along with approved Examination Manual: (5) A. 100% automation of entire division & implementation of Examination Management System (EMS) B. Only student registration, Hall ticket issue & Result Processing C. Only student registration and result processing D. Only result processing E. Only manual methodology				
	<div style="display: flex; align-items: center; justify-content: center;"> <div style="font-size: 3em; margin-right: 10px;">}</div> <div>Opt one</div> </div>				
	100% automation of entire division & implementation of Examination Management System (EMS) (Yes/No)	Student registration, Hall ticket issue & Result Processing are automated (Yes/No)	Student registration and result processing are automated (Yes/No)	Result processing is only automated (Yes/No)	Follow manual methods (Yes/No)
	Documents: <ul style="list-style-type: none"> • Current Manual of examination automation system. 				

	<ul style="list-style-type: none"> • Annual reports of examination including the present status of automation. • Institutional data in prescribed format.
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	Key Indicator - 2.6 Student Performance and Learning Outcomes (30)			
20.	2.6.3 Average pass percentage of students (Current year data) (10)			
	Programme code	Programme name	Number of students appeared in the final year examination	Number of students passed in final year examination
	Documents: <ul style="list-style-type: none"> • Institutional data in prescribed format. • Annual Reports. <i>(May be verified from DCF of AISHE)</i>			

	Key Indicator - 2.7 Student Satisfaction Survey (30)									
21.	2.7.1 Online student satisfaction survey regarding teaching learning process (all currently enrolled students). (30) (Online survey to be conducted and details of the students in the format mentioned below should be uploaded)									
	Name of the student	Gender	Category	State of Domicile	Nationality (if other than Indian)	Email ID	Program me name	Student Unique Enrolment ID	Mobile Number	Year of joining

	Criterion III – Research, Innovations and Extension (250)									
	Key Indicator - 3.1 Promotion of Research and Facilities (20)									
22.	3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website (1)									
	Provide URL of Policy document on promotion of research uploaded on website									
	Documents:									

	<ul style="list-style-type: none"> Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption. Research promotion policy.
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23.	3.1.2 The institution provides seed money to its teachers for research (average per year) (INR in Lakhs) (4)			
	Name of the teacher getting seed money	The amount of seed money	Year of receiving grant	Duration of the grant
	Documents: <ul style="list-style-type: none"> Minutes of the relevant bodies of the University. Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized. Institutional data in prescribed format. 			

24.	3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years (3)			
	Name of the teacher awarded international fellowship	Name of the award/fellowship	Year of Award	Awarding Agency
	Documents: <ul style="list-style-type: none"> e-copies of the award letters of the teachers. Institutional data in prescribed format. 			

25.	3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled during the last five years (4)						
	Sl.No	Name of Research fellow	Year of enrolment	Duration of fellowship	Type of the fellowship	Granting agency	Qualifying exam if any (NET, GATE, etc.)
	Documents: Institutional data in prescribed format.						

26.	3.1.5 University has the following facilities (3) 1. Central Instrumentation Centre 2. Animal House/Green House / Museum 3. Central Fabrication facility
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	4. Media laboratory/Business Lab/Studios 5. Research/Statistical Databases Options: A. Any four facilities exist B. Three of the facilities exist C. Two of the facilities exist D. One of the facilities exist E. None of the facilities exist		
	Name of the facility	Year of establishment	Provide link of videos/pictures
	Documents: <ul style="list-style-type: none"> Videos and geotagged photographs. <i>(May be verified from DCF of AISHE)</i>		

27.	3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognitions by government agency (current year data) (5)					
	Name of the Department	Name of the Scheme	Name of the funding agency	Year of Award	Funds provided	Duration of award
	Documents: <ul style="list-style-type: none"> e-version of departmental recognition award letters. Institutional data in prescribed format. 					

	Key Indicator - 3.2 Resource Mobilization for Research (20)							
28.	3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs) (3) & for							
	3.2.2 Grants for research projects sponsored by the government sources during the last five years (INR in Lakhs) (12) & for							
	3.2.3 Average number of research projects per teacher funded by government and non-government agencies during the last five years (5)							
	Name of the Project/	Name of the Principal	Name of the	Type (Government/No	Department of Principal Investigator/	Year of Award	Funds provided	Duration of the

Endowments, Chairs	Investigator/Co Investigator	Funding agency	n-Government)	Co Investigator		(INR in Lakhs)	project
<p>Documents 3.2.1:</p> <ul style="list-style-type: none"> e-copies of the grant award letters for research projects sponsored by non-government. Institutional data in prescribed format. <p><i>(May be verified from DCF of AISHE)</i></p> <p>Documents 3.2.2:</p> <ul style="list-style-type: none"> e-copies of the grant award letters for research projects sponsored by government. Institutional data in prescribed format. <p><i>(May be verified from DCF of AISHE)</i></p>							

Key Indicator - 3.3 Innovation Ecosystem (30)					
29.	3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years (7)				
	Year	Name of the workshop/ seminar	Date From – To	Link to the Activity report on the website	Date of establishment of IPR cell
	<p>Documents:</p> <ul style="list-style-type: none"> Institutional data in prescribed format. Report of the event. 				

30.	3.3.3 Number of awards for innovation won by institution/teachers/research scholars/students during the last five years (7)				
	Title of the innovation	Name of the Awardee	Name of the Awarding Agency with contact details	Year of Award	Category- institution/teacher/research

					scholar/student
	Documents: <ul style="list-style-type: none"> e- copies of award letters. Institutional data in prescribed format. 				

31.	3.3.4 Number of start-ups incubated on campus during the last five years (10)			
	Name of the start up	Nature of start up	Year of commencement	Contact information of the promoters
	Documents: <ul style="list-style-type: none"> e- sanction order of the University for the start ups on campus. Contact the promoters for information Institutional data in prescribed format. 			

	Key Indicator - 3.4 Research Publications and Awards (100)			
32.	3.4.3 Number of Patents published/awarded during the last five years (19)			
	Name of the Patenter	Patent Number	Title of the patent	Year of Award of patent
	Documents: <ul style="list-style-type: none"> Institutional data in prescribed format. e- copies of the letters of awards. 			

33.	3.4.4 Number of Ph.D's awarded per teacher during the last five years (19)					
	Name of the PhD scholar	Name of the Department	Name of the guide/s	Title of the thesis	Year of registration of the scholar	Year of award of PhD
	Documents:					

	<ul style="list-style-type: none"> • Institutional website. • Verify from Shodh-ganga. • Institutional data in prescribed format.
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34.	3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years (20)						
	Title of paper	Name of the author/s	Department of the teacher	Name of journal	Year of publication	ISSN number	Link of the recognition in UGC enlistment of the Journal
	Documents: <ul style="list-style-type: none"> • Institutional data in prescribed format. 						

35 .

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years (15)

Sl. No.	Name of the teacher	Title of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National / international	Year of publication	ISBN/ISSN number of the proceeding	Affiliating Institute at the time of publication	Name of the publisher

Documents:

• Institutional data in prescribed format.

	Key Indicator - 3.5 Consultancy (20)
36.	3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual <i>(Yes/No)</i> (1)
	Provide URL of the consultancy policy document.
	Documents: <ul style="list-style-type: none"> • Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy.

	<ul style="list-style-type: none"> • Soft copy of the Consultancy Policy. • Institutional data in prescribed format.
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37.	3.5.2 Revenue generated from consultancy during the last five years (INR in Lakhs) (12)				
	Name of the consultant	Name of consultancy project	Consulting/Sponsoring agency with contact details	Year	Revenue generated (INR in Lakhs)
	Documents: <ul style="list-style-type: none"> • Audited statements of accounts indicating the revenue generated through consultancy. • Institutional data in prescribed format. 				

38.	3.5.3 Revenue generated from corporate training by the institution during the last five years (INR in Lakhs) (7)					
	Names of the teacher-consultants	Title of the corporate training Programme	Agency seeking training with contact details	Year	Revenue generated (INR in Lakhs)	Number of trainees
	Documents: <ul style="list-style-type: none"> • Audited statements of account indicating the revenue generated through training. • Institutional data in prescribed format. 					

	Key Indicator - 3.6 Extension Activities (40)			
39.	3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years (10)			
	Name of the activity	Name of the Award/ recognition	Name of the Awarding government/ recognised bodies	Year of award
	Documents: <ul style="list-style-type: none"> • e-copy of the award letters. • Institutional data in prescribed format. 			

40.	3.6.3 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years (10)
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Name of the activity	Organising unit/ agency/ collaborating agency	Year of the activity	Number of students participated in such activities
Documents: <ul style="list-style-type: none"> • Reports of the event organized. • Institutional data in prescribed format. 			

41.	3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and Programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years (10)				
	Name of the activity	Organising unit/ agency/ collaborating agency	Name of the scheme	Year of the activity	Number of students participated in such activities
Documents: <ul style="list-style-type: none">• Institutional data in prescribed format.• Report of the event.					

	Key Indicator - 3.7 Collaboration (20)								
42.	3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year (5)								
	Sl. No	Title of the Collaborative activity	Name of the collaborating agency with contact details	Name of the participant	Source of financial support	Year of collaboration	Duration	Nature of the activity	Link of the relevant document
	Documents: <ul style="list-style-type: none">• Institutional data in prescribed format.• Copies of collaboration, cross verify with collaborating institutional website.								

43.	3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during
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the last five years (5)						
Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Year of commencement	Duration (From-To)	Nature of linkage	Name of the participant	Link of the relevant document
Documents: <ul style="list-style-type: none"> e-copies of linkage related Document. Institutional data in prescribed format. 						

44.	3.7.3 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered) (10)					
	Organisation with which MoU is signed	Name of the institution/ industry/ corporate house	Year of signing MoU	Duration	List the actual activities under each MoU year wise	Number of students/teachers participated under MoUs
Documents: <ul style="list-style-type: none"> e-copies of the MoUs with institution/ industry/ corporate house. Institutional data in prescribed format. 						

Criterion IV – Infrastructure and Learning Resources (100)					
Key Indicator - 4.1 Physical Facilities (30)					
45.	4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc. (current year data) (10)				
	<table> <tr> <th>Room number or Name of classrooms/Seminar Hall with LCD / wifi/LAN facilities with room numbers</th><th>Type of ICT facility</th></tr> <tr> <td></td><td></td></tr> </table>	Room number or Name of classrooms/Seminar Hall with LCD / wifi/LAN facilities with room numbers	Type of ICT facility		
Room number or Name of classrooms/Seminar Hall with LCD / wifi/LAN facilities with room numbers	Type of ICT facility				
Documents: <ul style="list-style-type: none"> Hyper linked video. 					

Key Indicator - 4.2 Library as a Learning Resource (20)							
46.	4.2.3 Does the institution have the following: (2) & for 4.2.5 Availability of remote access to e-resources of the library (1) 1. e – journals 2. e-ShodhSindhu 3. Shodhganga membership 4. e-books 5. Databases Options: A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above						
	Details of memberships/Subscription	Name of service subscribed to	No of e-resources with full text access	Validity period	Usage report from the service provider if applicable	Whether remote access provided? (Yes / No)	web link of remote access
	Documents: <ul style="list-style-type: none"> Institutional data in prescribed format. 						
47.	4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs) (5)						
	Expenditure on the purchase of books in (INR in lakhs).	Expenditure on the purchase of journals in (INR in lakhs).	Year of expenditure	Expenditure on subscription to e-journals and other e-resources (INR in Lakhs).			
	Documents: <ul style="list-style-type: none"> Audited statements of accounts. Institutional data in prescribed format. 						

48.	4.2.7 E-content is developed by teachers: (3)				
	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					
6. For institutional LMS					
Options:					
A. Any 5 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					
	Name of the teacher	Name of the module	Platform on which module is developed	Date of launching e content	Link of the relevant document
Documents:					
<ul style="list-style-type: none"> Institutional data in prescribed format. Give links or upload document of e-content developed. 					

	Key Indicator - 4.3 IT Infrastructure (30)	
49.	4.3.4 Facilities for e-content development such as Media centre, Recording facility, Lecture Capturing System(LCS) <i>(Yes/No)</i> (1)	
	Name of the e-content development facilities	Provide link to videos of the media centre and recording facility
	Documents:	
<ul style="list-style-type: none"> Institutional data in prescribed format. Verify the link of photograph. 		

	Key Indicator - 4.4 Maintenance of Campus Infrastructure (20)
50.	4.4.1 Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a

percentage during the last five years (INR in Lakhs) (10)		
Year	Expenditure on maintenance of academic facilities (excluding salary for human resources) (INR in lakhs)	Expenditure on maintenance of physical facilities (excluding salary for human resources) (INR in lakhs)
Documents: <ul style="list-style-type: none"> Audited statements of accounts. Institutional data in prescribed format. 		

Criterion V - Student Support and Progression (100)			
Key Indicator - 5.1 Student Support (30)			
51.	5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (5) & for		
	5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years (5)		
	Year	Name of the scheme	Number of students benefited by the institution's schemes
		Number of students benefited by government scheme	
Documents: <ul style="list-style-type: none"> Upload sanction letter. Institutional data in prescribed format. 			

52.	5.1.3 Number of capability enhancement and development schemes – (9)		
	1. Guidance for competitive examinations, 2. Career Counselling, 3. Soft skill development, 4. Remedial coaching, 5. Language lab, 6. Bridge courses		

7. Yoga and Meditation 8. Personal Counselling Options: A. 7 or more of the above B. Any 6 of the above C. Any 5 of the above D. Any 4 of the above E. Any 3 of the above			
Name of the capability enhancement scheme	Year of implementation	Number of students enrolled	Name of the agencies involved with contact details
Documents: <ul style="list-style-type: none"> • Institutional website. • Institutional data in prescribed format. 			

53.	5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counseling offered by the institution during the last five years (8)		
	Year	Name of the scheme	Number of students benefited/attended / participated by Career Counselling / competitive exams activities
	Documents: Institutional data in prescribed format.		

54.	5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases (1) (Yes/No)		
	Year	No. of grievances appealed	Average time for grievance redressal in number of days
	Documents:		

	<ul style="list-style-type: none"> Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee.
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	Key Indicator - 5.2 Student Progression (40)				
55.	5.2.1 Average percentage of placement of outgoing students during the last five years (15)				
	Year	Number of students placed	Name of the employer with contact details	Package received	Programme graduated from
	Documents: <ul style="list-style-type: none"> Annual reports of Placement Cell. Institutional data in prescribed format. 				

56.	5.2.2 Percentage of student progression to higher education (previous graduating batch) (current year data) (15)				
	Name of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of Programme admitted to
	Documents: <ul style="list-style-type: none"> Upload supporting data for student/alumni in prescribed format. Institutional data in prescribed format. 				

57.	5.2.3 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/Civil Services/State government examinations) (10)													
	Year	Registration number/roll number for the exam	Name of students selected/ qualifying											
			NET	SLET	GATE	GMAT	CAT	GRE	JAM	IELET	TOEFL	Other equivalent examination	Civil Services	State government examinations

		Total													Grand Total
Instruction: Please do not include individual university's entrance examination.															
Documents: <ul style="list-style-type: none"> • Upload supporting data for the same. Institutional data in prescribed format.															

	Key Indicator - 5.3 Student Participation and Activities (20)					
58.	5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years (10)					
	Year	Name of the award/ medal	National/ International	Sports/ Cultural	AADHAR / Student ID number	Name of the student
	Documents: <ul style="list-style-type: none">• e-copies of award letters and certificates.• Institutional data in prescribed format.					

59.	5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year (5)	
	Year	Name of the activity
	Documents: <ul style="list-style-type: none">• Institutional data in prescribed format.• Report of the event.	

Key Indicator - 5.4 Alumni Engagement (10)															
60.	5.4.2 Alumni contribution during the last five years (Amount in Rupees) (4)														

Options: A. ≥ 100 Lakhs B. 50Lakhs - 100 Lakhs C. 20 Lakhs - 50 Lakhs D. 5 Lakhs - 20 Lakhs E. <5 Lakhs				
Name of the alumnus/ alumni association	AADHAR / PAN	Year of graduation	Year of contribution	Quantum of contribution (INR in lakhs)
Documents: <ul style="list-style-type: none"> • Annual audited statements of accounts. • Audited statements of Alumni Association. 				

61.	5.4.3 Number of Alumni Association /Chapters meetings held during the last five years (2)			
Year	Number of alumni association meetings	Dates of meetings	No of members attended	Total no of alumni enrolled
Documents: <ul style="list-style-type: none"> • Institutional data in prescribed format. • Report of the event. *Random verification of Minutes of the meeting)				

Criterion VI – Governance, Leadership and Management (100)	
Key Indicator - 6.2 Strategy Development and Deployment (10)	
62.	6.2.3 Implementation of e-governance in areas of operation (4) 1. Planning and Development 2. Administration

3. Finance and Accounts 4. Student Admission and Support 5. Examination Options: A. All 5 of the above B. Any 4 of the above C. Any 3 of the above D. Any 2 of the above E. Any 1 of the above		
Areas of e governance	Year of implementation	Link of relevant website/ document
Planning and Development		
Administration		
Finance and Accounts		
Student Admission and Support		
Examination		
Documents: <ul style="list-style-type: none"> • Institutional budget statements. • ERP (Enterprise Resource Planning) Document. • Screen shots of user interfaces. • Annual e-governance report approved by Governing Council/ Board of Management/Syndicate. 		

Key Indicator - 6.3 Faculty Empowerment Strategies (30)					
63.	6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years (6)				
	Year	Name of teacher	PAN	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided
					Amount of support
Documents: <ul style="list-style-type: none"> • Institutional data in prescribed format. 					

64.	6.3.3 Average number of professional development / administrative training Programmes organized by the University for teaching and non teaching staff during the last five years (8)			
	Year	Title of the professional development Programme organised for teaching staff	Title of the administrative training Programme organised for non-teaching staff	No of participants
Documents: <ul style="list-style-type: none"> • Reports of the Human Resource Development Centres (UGC ASC or other relevant centres). • Reports of Academic Staff College or similar centers. • Verification of schedules of training Programmes. 				

65.	6.3.4 Average percentage of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the last five years (8)			
	Year	Name of teachers who attended	Title of the professional development Programme	Date and Duration (from – to)
Documents: <ul style="list-style-type: none"> • Reports of the Human Resource Development Centres (UGC ASC or other relevant centers). • Annual reports of the IQAC and the University. 				

	Key Indicator - 6.4 Financial Management and Resource Mobilization (20)			
66.	6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III) (10) (INR in <i>Lakhs</i>)			
	Year	Name of the non government funding agencies/ individuals	Funds/ Grants received in (INR in lakhs).	Initiative
Documents: <ul style="list-style-type: none"> • Annual statements of accounts. 				

	<ul style="list-style-type: none"> Institutional data in prescribed format. (May be verified from DCF of AISHE) 				
	Key Indicator - 6.5 Internal Quality Assurance System (30)				
67.	6.5.3 Average number of quality initiatives by IQAC per year for promoting quality culture (3)				
	Year	Name of quality initiative by IQAC	Date of conducting activity (from-to)	Number of participants	
	Documents: <ul style="list-style-type: none"> Institutional data in prescribed format. IQAC link verification. 				

68.	6.5.4 Quality assurance initiatives of the institution include: (6) 1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements 2. Academic Administrative Audit (AAA) and initiation of follow up action 3. Participation in NIRF 4. ISO Certification 5. NBA or any other quality audit Options: A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above					
	Year	AQARs prepared/ submitted. (Yes /No)	Academic Administrative Audit (AAA) and initiation of follow up action	Participation in NIRF. (Yes /No)	ISO Certification. (Yes /No)	NBA or any other certification received. (Yes /No)
	Documents: <ul style="list-style-type: none"> Annual reports of University. 					

	<ul style="list-style-type: none"> • AQARs of IQAC. • e-copies of the accreditations and certifications. • Institutional data in prescribed format.
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		Criterion VII – Institutional Values and Best Practices (100)		
		Key Indicator 7.1 - Institutional Values and Social Responsibilities (50)		
69.		Gender Equity (10) 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years (5)		
	Year	Title of the program	Date and Duration (from-to)	Number of participants
		Documents: <ul style="list-style-type: none"> • Institutional data in prescribed format. • Report of the event. 		

70.	Environmental Consciousness and Sustainability (10)			
	7.1.3 Alternate Energy initiatives such as: Percentage of annual power requirement of the Institution met by the renewable energy sources (Current year data) (1)			
	Power requirement met by renewable energy sources	Total power requirement	Renewable energy source	Renewable energy generated and used
				Energy supplied to the grid
	Documents: Institutional data in prescribed format.			

71.	Environmental Consciousness and Sustainability (10)		
	7.1.4 Percentage of annual lighting power requirements met through LED bulbs (Current year data) (1)		
	Total Lighting requirements	Percentage of Lighting through LED bulbs	Percentage Lighting through other sources

	Documents: Institutional data in prescribed format.		

72.	Environmental Consciousness and Sustainability (10)		
	7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs) (2)		
	Year	Expenditure on green initiatives and waste management excluding salary component (INR in Lakhs)	
	Documents: Institutional data in prescribed format.		

73.	7.1.9 Differently abled (Divyangjan) Friendliness (10)						
	Resources available in the institution 1) Physical facilities 2) Provision for lift 3) Ramp / Rails 4) Braille Software/facilities 5) Rest Rooms designated 6) Scribes for examination 7) Special skill development for differently abled students 8) Any other similar facility (Specify) Options: A. 7 and more of the above B. At least 6 of the above C. At least 4 of the above D. At least 2 of the above E. None of the above						
	Physical facilities (Yes/ No)	Provision for lift (Yes/ No)	Ramp/ Rails (Yes/ No)	Braille Software/facilities	Rest Rooms	Scribes for examination	Special skill development for Any other similar

				(Yes/ No)	(Yes/ No)	(Yes/ No)	differently abled students (Yes/ No)	facility
	Documents: <ul style="list-style-type: none"> • Institutional data in prescribed format. • Photos and videos. 							

	Inclusion and Situatedness (10)					
74.	7.1.10 Number of specific initiatives to address locational advantages and disadvantages during the last five years (5) & for					
75.	7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere) (5)					
	Year	Name of initiatives to address locational advantages and disadvantages	Name of initiatives taken to engage with and contribute to local community	Date and duration of the initiative	Issues addressed	Number of participating students
	Documents: Institutional data in prescribed format.					

	Human Values and Professional Ethics (10)				
76.	7.1.12 Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff (Yes/No) (1)				
	Provide/ upload URL stating code of conduct				
77.	7.1.13 Display of core values in the institution and on its website (Yes/No) (1)				
	Provide/ upload URL				
78.	7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations (Yes/No) (1)				
	Year	Title of the program/Activity	Duration (from-to)	Provide/upload supporting documents	

79.	7.1.15 The institution offers a course on Human Values and professional ethics (<i>Yes/No</i>) (1)			
	Provide/upload supporting documents			
80.	7.1.16 The institutional functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions (<i>Yes/No</i>) (1)			
	Provide/upload supporting documents			
81.	7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years (2)			
	Provide year-wise list of activities and upload videos/photographs			
	Year	Title of the program/Activity	Duration (from-to)	No. of participants
Documents required for Human Values and Professional Ethics (7.1.12-7.1.17) : <ul style="list-style-type: none">• University Code of Conduct for students.• University Code of Conduct for teachers.• Handbooks, manuals and brochures on human values and professional ethics.• Report on the student attributes facilitated by the University.				

Declaration by the Head of the Institution

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

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

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

Signature of the Head of the institution

with seal:

Place:

Date:

Section C: Appendices

1. Glossary & Notes

2. Abbreviations

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	:	Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.
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
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.
Benchmarks	:	An example of good performance that serves as a standard for comparison of one's own performance. It is a technique in which an institution measures its performance against that of the best of others.
Bibliometrics	:	is a statistical analysis of written publications, such as books or articles
Blended Learning	:	A mixing of different learning environments such as traditional face-to-face classroom methods with modern computer-mediated activities.
Carbon Neutral	:	A term used to describe fuel that neither contributes to nor reduces the amount of carbon (measured in the release of carbon dioxide) 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 program. All UG and PG programs, 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 paper 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 extensions support.
Completion Rates (course/)	:	The ratio of the total number of learners successfully completing a course/graduating from a programme in a given year to the total number of learners who initially enrolled on the course/programme.
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.
Course	:	A course is a unit of 2 to 8 credits in a formal program.
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 Cycle 1 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 program/institute to the number of valid applications
Directorates of Distance Education	They are 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.
Eco system for Innovations	: Eco system for innovation comprises of material resources (funds, equipment, facilities, etc.) and the human resources (students, faculty, staff, industry representatives, etc.) and linkages among them that make up the institutional entities to promote the development of products and systems that are likely to have significant economic value.
E-learning Resources	: Learning resources available on Internet
e-PG Pathshala	: High quality, curriculum-based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistics and languages developed under the initiative of MHRD, under its National Mission on Education through ICT (NMEICT) Mission. http://epgp.inflibnet.ac.in/
e-Shodhganga	: Shodhganga@INFLIBNET provides a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access.
e-ShodhSindhu	: e-ShodhSindhu (https://www.inflibnet.ac.in/ess) provides current as well as archival access to more than 15,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and aggregators to its member institutions including centrally-funded technical institutions.
Elective Courses	: A choice available to students to select from among a large number of subjects.
Emerging Areas	: New areas of study and research deemed important to pursue. These areas may have been identified by national agencies or international bodies.
Enrichment Courses	: Value added courses offered by institution for

		student empowerment. They enhance the curriculum by amplifying, supplementing and replacing such parts or features as have become ineffective or obsolete.
Evaluation Process and Reforms	:	Assessment of learning, teaching and evaluation process and reforms to increase the efficiency and effectiveness of the system.
Examination 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 program
Experiential Learning	:	Is a process of learning through experience and is more specifically defined as “learning through reflection on doing”.
Extension Activities	:	The aspect of education, which emphasizes neighbourhood services. These are often integrated with curricula as extended opportunities intended to help, serve, reflect and learn. The curriculum-extension interface has educational values, especially in rural India.
Faculty Development Program	:	Programs aimed at updating the knowledge and pedagogical skills of faculty.
Feedback	:	Formative and evaluative comments given by tutors on the performance of individual learners. Evaluative comments made by stakeholders to the institution on the quality and effectiveness of a defined process. Response from students, academic peers and employers for review and design of curriculum.
Field Project	:	Formal projects students need to undertake that involve conducting surveys outside the college/university premises and collection of data from designated communities or natural places
Financial Management	:	Budgeting and optimum utilization of financial resources.
Flexibility	:	A mechanism through which students have wider choices of Programmes to choose from, as well as, multiple entry and exit points for Programmes / courses.
Formative 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.
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.
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 programs for the professional development and provide the necessary incentives and feedback.
Humanities International Complete	:	A comprehensive database covering journals, books and reference sources in the humanities. This database provides citation information for articles, essays and reviews, as well as original creative works including poems and fiction. Photographs, painting and illustrations are also referenced
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.
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, hostel etc. which help run an institutional Programme.
Institutional Information for Quality Assessment (IIQA)	: IIQA is a requirement, which needs to be submitted online by all categories of HEIs
Institutional Distinctiveness	: Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location
Institutional Social Responsibility (ISR)	: Focuses on the institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behaviour and the need to practice good citizenship.
Interdisciplinary research	: An integrative approach in which information from more than one discipline is used in interpreting the content of a subject, phenomenon, theory or principle.
Internal Quality Assurance 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, 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 university in a College or Institute affiliated to a recognized university) other than a Private 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.
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.
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
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	: Pertaining to areas of study that are not primarily vocational or applied, as the humanities. Theoretical or hypothetical; not practical, realistic or directly useful.
Outcome	: An outcome of an educational Programme is what the student should be able to do at the end of a Programme/ course/ instructional unit.
Outreach Activities	: Is the practice of conducting local public awareness activities through targeted community interaction
Participative Learning	: Participatory Learning and Action is a family of approaches, methods, attitudes, behaviours and relationships, which enable and empower people to share, analyze and enhance their knowledge of their life and conditions, and to plan, act, monitor, evaluate and reflect.
Participative Management	: Refers to an open form of management where employees are actively involved in the institution's decision making process.
Perspective Development	: Is a blueprint 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 _n M after undergoing DVV process. As a Pre-qualifier, the institution should score at least 30% in Quantitative Metrics (Q _n M) 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.
Programme	: A range of learning experiences offered to students in a formal manner over a period of one-to-four years leading to certificates/ diplomas/ degrees. Examples: BA (Economics) BSc (Physics). All possible formal degree Programmes are identified by UGC

Programme Options	: A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates.
Programme Outcomes	: Programme Outcomes (POs) are what knowledge, skills and attitudes a graduate should have at the time of graduation. While no agency has formally defined the POs of General Higher Education 3-year degree Programmes in India, POs of all professional Programmes in engineering and other areas are identified at national level by the concerned accrediting agency. POs are not specific to a discipline.
Promotion of Research and Research Support System	: The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties.
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 and academic counsellors empanelled therein.
Research	: Systematic intellectual investigations aimed at discovering, interpreting and revising human knowledge.
Research Grant	: Grant generated/ received from different agencies by the institution for conducting research projects.
Research Output	: Quality research outcome beneficial for the discipline, society, industry and dissemination of knowledge including theoretical and practical findings.
Resource Mobilization	: Generation of funds through internal and external sources such as donations, consultancy, self-financing courses and so on.
SCOPUS	: The world's largest abstract and citation database of peer-reviewed literature and quality web sources.
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.
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(SourceNormalized Impact per Person)	: Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field?
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.
Value Added Courses	:	Courses of varying durations which are optional, and offered outside the curriculum that add value and helping them students in getting placed.

NOTES

It is considered necessary to provide some exemplars for the different levels of learning outcomes at higher education level. While no agency has defined the POs of General Higher Education three year programme in India, POs of all professional 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 literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
- PO3. **Design/development of solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with

- appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- PO4. **Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- PO5. **Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
- PO6. **The engineer and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
- PO7. **Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
- PO8. **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
- PO9. **Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- PO10. **Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
- PO11. **Project management and finance:** Demonstrate knowledge and understanding of the engineering and

management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

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

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

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

- PO1. **Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
- PO2. **Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
- PO3. **Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- PO4. **Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
- PO5. **Ethics:** Recognize different value systems including your

own, understand the moral dimensions of your decisions, and accept responsibility for them.

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

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

Programme Specific Outcomes

Sample PSOs of BSc Zoology

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

PSO2. Analyse the relationships among animals, plants and microbes

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

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

Sample PSOs of BA Economics

PSO1: Understand the behaviour of Indian and World economy,

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

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

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

Course Outcomes

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

CO1 Describe general taxonomic rules on animal classification

CO2 Classify Protista up to phylum using examples from parasitic adaptation

CO3 Classify Phylum Porifera with taxonomic keys

- CO4 Describe the phylum Coelenterata and its polymorphism
- CO5 Write down the life history of Fasciola and its classification
- CO6 Describe Phylum Nematoda and give examples of pathogenic Nematodes
- CO7 Identify the characters of Phylum Annelida with its classification
- CO8 Write down the classification and characteristics of Phylum Arthropoda
- CO9 Identify the given Mollusca with respect to economic importance
- CO10 Write down the classification and characteristics of Phylum Echinodermata, Phylum Hemichordata and minor phylas

Appendix II: Abbreviations

A&A (A/A)	-	Assessment and Accreditation
AC	-	Academic Council
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
BoM	-	Board of Management
BoS	-	Board of Studies
CAL	-	Computer Aided Learning
CAS	-	Career Advancement Scheme
CBCS	-	Choice Based Credit System
CD	-	Compact Diskette
CGPA	-	Cumulative Grade Point Average
CIQA	-	Centre for Internal Quality Assurance
Cr	-	Criteria
Cr-GPA(s)	-	Criterion-wise Grade Point Average(s)
CSIR	-	Council of Scientific and Industrial Research
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
DSc	-	Doctor of Science
DVV	-	Data Validation and Verification
EC	-	Executive Committee
ECS	-	Elective Course System
ECP	-	Extended Contact Programme
EMS	-	Examination Management System
EPC	-	Enhancement of Professional Competency

ERP	-	Enterprise Resource Planning
FDP	-	Faculty Development Programme
GC	-	Governing Council
GST	-	Goods and Services Tax
HEI	-	Higher Education Institute
HQs	-	Headquarters
ICT	-	Information and Communication Technology
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
IPR	-	Intellectual Property Rights
ISBN	-	International Standard Book Number
ISSN	-	International Standard Serial Number
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
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
NPE	-	National Policy on Education
NPTEL	-	National Programmed Technology Enhanced Learning
OBC	-	Other Backward Class
ODL	-	Open and Distance Learning

OER	-	Open Educational Resource
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
PwD	-	Persons with Disabilities
QA	-	Quality Assurance
QAA	-	Quality Assurance Agency
QIF	-	Quality Indicator Framework
Q _i M	-	Qualitative Metrics
Q _n M	-	Quantitative Metrics
RC	-	Regional Centre
RCI	-	Rehabilitation Council of India
SAP	-	Special Assistance Programme
SC	-	Scheduled Caste
SET/SLET	-	State Level Eligibility Test
SGS	-	System Generated Scores
SLM	-	Self Learning Material
SSR	-	Self-Study Report
SSS	-	Student Satisfaction Survey
ST	-	Scheduled Tribe
SWOC	-	Strengths, Weaknesses, Opportunities and Challenges
TEE	-	Term End Examination
UG	-	Under Graduate
UGC	-	University Grants Commission
URL	-	Uniform Resource Locator
Wi-Fi	-	Wireless Fidelity

For Communication with NAAC

The Director

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