NAAC
Institutional Accreditation

MANUAL
for Self-Study Report- Legal Education Colleges

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

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

PREFACE

It is heartening that the National Assessment and Accreditation Council (NAAC) has infused a new spirit into its processes of assessment and accreditation. This has been attempted as a continuance of the NAAC's concern for ensuring that its A/A processes are in tune with the needs and changes in the local, regional and global scenario of Higher Education. The main focus of the revision process has been to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and scalable as well as make it ICT- driven. It also has reduced the duration of the accreditation process.

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

In an effort to enhance the accountability of the accrediting agency as well as that of the institutions applying for accreditation, it is advised that HEIs look into the latest developments of NAAC on its website.

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

June, 2023
Bengaluru

Director, NAAC

I.   CONTENTS Page No.

GUIDELINES FOR ASSESSMENT AND ACCREDITATION

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

I.   INTRODUCTION

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

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

Vision, Mission and Core Values of NAAC

The vision of NAAC is:

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

The mission statements of NAAC are:

- *To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*

- *To stimulate the academic environment for promotion of quality in teaching-learning and research in higher education institutions;*

- *To encourage self-evaluation, accountability, autonomy and innovations in higher education;*

- *To undertake quality-related research studies, consultancy and training programmes, and*

- *To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

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

them. Striving to achieve its goals as guided by its vision and mission statements, NAAC primarily focuses on assessment of the quality of higher education institutions in the country. The NAAC methodology for Assessment and Accreditation is specifically designed taking into account the good practices of Quality Assurance (QA) agencies across the world and consists of an initial self-assessment by the institution and a subsequent external peer assessment organized by NAAC.

The Core Values of NAAC

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

The accreditation framework of NAAC is based on **FIVE CORE VALUES** as detailed below:

(i) Contributing to National Development

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

(ii) Fostering Global Competencies among Students

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

(iii) Inculcating a Value System among Students

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

(iv) Promoting the Use of Technology

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

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

(v) Quest for Excellence

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

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

II. ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

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

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

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

- from the previous qualitative peer judgment to data based quantitative indicator evaluation with increased objectivity and transparency
- towards extensive use of ICT confirming scalability and robustness
- in terms of simplification of the process, drastic reduction in the number of questions, size of the Self Study Report, reduction in the number of peer team visit days, and such others.

- boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with those of other international QA frameworks
- introducing the *System Generated Scores* (SGS) with combination of online evaluation (about 70%) and peer judgement (about 30%)
- introducing Pre-qualifier before the peer team visit, as 25% of the SGS.
- in introducing the element of a *third-party validation* of data
- in providing appropriate differences in the metrics, weightages and benchmarks between those of the universities, autonomous colleges and affiliated/constituent colleges
- in revising several metrics to bring in enhanced participation of students and alumni in the assessment process

Focus of Assessment

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

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

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

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

III. QUALITY INDICATOR FRAMEWORK (QIF)- DESCRIPTION

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

Criterion 1: Curricular Aspects
Criterion2: Teaching-Learning and Evaluation

Criterion3: Research, Innovations and Extension
Criterion4: Infrastructure and Learning Resources
Criterion5: Student Support and Progression
Criterion6: Governance, Leadership and Management
Criterion7: Institutional Values and Best Practices

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

Criterion 1: - Curricular Aspects

Curricular Aspects are the mainstay of any educational institution. However, the responsibilities of various HEIs in this regard vary depending on their administrative standing. That is, an Affiliated College is essentially a teaching unit which depends on a larger body namely university for legitimizing its academic and administrative processes. Its engagement with curricular aspects is mainly in their implementation while its participation in curriculum development, procedural detailing, evaluation procedures as well as certification is peripheral and these are "givens''. A University has the mandate to visualize appropriate curricula for particular programmes, revise/update them periodically, ensure that the outcomes of its programmes are defined by its bodies, the affiliated/constituent colleges do not have this freedom. In case of Autonomous Colleges, curricular responsibilities are similar to those of the Universities.

Criterion 1 pertains to the practices of an institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development, feedback system and involvement of stakeholders in curriculum updating are also assessed.

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

KEY INDICATORS

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

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

1.1 *(U) Curriculum Design and Development

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

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

1.1 *(A) Curricular Planning and Implementation

The Affiliating/Constituent Colleges have a rather insignificant role in curriculum designing and development. They adopt the curriculum overview provided by the respective universities. Each college operationalizes the curriculum within the overall frame work provided, in one's own way, depending on its resource potential, institutional goals, concerns and so on. That is, each college visualizes the way the curriculum has to be carried out – activities, who, how, when etc. This process makes each institution unique and reflects on the concern of the college for quality in the form of values emphasized, sensitivities focused on, and such others.

1.2 Academic Flexibility

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

1.3 Curriculum Enrichment

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

1.4 Feedback System

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

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

Criterion 2: - Teaching-Learning and Evaluation

Criterion 2 pertains to the efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order '*thinking*' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and use of ICT resources are important considerations. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this Criterion.

The focus of Criterion 2 is captured in the following Key Indicators:

KEY INDICATORS

2.1 Student Enrolment and Profile

2.2 Catering to Student Diversity

2.3 Teaching-Learning Process

2.4 Teacher Profile and Quality

2.5 Evaluation Process and Reforms

2.6 Student Performance and Learning Outcomes

2.7 Student Satisfaction Survey

2.1 Student Enrolment and Profile

The process of admitting students to the programmes is through a transparent, well-administered mechanism complying with all the norms of the concerned regulatory/governing agencies, of the State and Central Governments. Apart from these mandatory compliances the institution must put forth its efforts in ensuring equity and wide access, in providing representation to student community from different geographical areas and socio-economic, cultural and educational backgrounds. These will be reflected in the student profile.

2.2 Catering to Student Diversity

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

2.3 Teaching-Learning Process

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

2.4 Teacher Profile and Quality

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

2.5 Evaluation Process and Reforms

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

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

2.6 Student Performance and Learning Outcomes

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

2.7 Student Satisfaction Survey

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

Criterion 3: - Research, Innovations and Extension

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

The focus of Criterion 3 is captured in the following Key Indicators:

_____

KEY INDICATORS

3.1 *Promotion of Research and Facilities

*Not Applicable to Affiliated/Constituent Colleges

3.1 Promotion of Research and Facilities

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

3.2 Resource Mobilisation for Research

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

3.3 Innovation Ecosystem

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

3.4 Research Publications and Awards

Exploration and reflection are crucial for any teacher to be effective in one's job. Quality research outcome is beneficial for the discipline, society, industry, region and the nation. Sharing of knowledge especially theoretical and practical findings of research through various media enhances quality of teaching and learning. Research acumen is an evolving feature reflecting various research outputs with

clear records such as- doctoral, post-doctoral, projects, inventions and discoveries, number of patents obtained and number of research publications.

3.5 Consultancy

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

3.6 Extension Activities

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

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

3.7 Collaboration

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

Criterion 4: - Infrastructure and Learning Resources

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

The focus of Criterion 4 is captured in the following Key Indicators:

KEY INDICATORS

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

4.1 Physical Facilities

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

4.2 Library as a Learning Resource

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

4.3 IT Infrastructure

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

4.4 Maintenance of Campus Infrastructure

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

Criterion 5: - Student Support and Progression

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

The focus of Criterion 5 is captured in the following Key Indicators:

KEY INDICATORS

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

5.1 Student Support

Facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students. Specially designed inputs are provided to the needy students with learning difficulties. Provision is made for bridge and value-added courses in relevant areas. Institution has a well-structured, organized guidance and counseling system in place. Students are benefited through scholarships, free-ships and other means which should be identified by HEIs.

5.2 Student Progression

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

5.3 Student Participation and Activities

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

5.4 Alumni Engagement

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

Criterion 6: - Governance, Leadership and Management

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

The focus of Criterion 6 is captured in the following Key Indicators:

KEY INDICATOR

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

6.1 Institutional Vision and Leadership

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

6.2 Strategy Development and Deployment

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

6.3 Faculty Empowerment Strategies

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

6.4 Financial Management and Resource Mobilization

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

6.5 Internal Quality Assurance System (IQAS)

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

Criterion 7: - Institutional Values and Best Practices

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

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

The focus of Criterion 7 is captured in the following Key Indicators:

KEY INDICATORS

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

7.1 Institutional Values and Social Responsibilities

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

7.2 Best Practices

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

7.3 Institutional Distinctiveness

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

IV. ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION BY NAAC

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

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

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

   b. Provided that these institutions have regular students enrolled for the full-time teaching and Research programmes offered on campus.

   c. Provided further that the duly established campuses within the country, if any, shall be treated as part of the Universities / Institutions of National Importance for the A&A process.

   d. NAAC will not undertake accreditation of off-shore campuses

2. **Autonomous colleges/Constituent Colleges/ Affiliated Colleges** (affiliated to universities recognized by UGC as an affiliating University)

   a) Provided the Colleges are affiliated to a University recognized by UGC for the purposes of affiliation. Constituent colleges of a Private and Deemed- to-be Universities are considered as the constituent units of the University and thus will not be considered for A&A independently. Such constituent colleges need to come along with the University.

   b) Provided the colleges/institutions not affiliated to a University are offering programmes recognized by Statutory Professional Regulatory Councils and have been recognized by Association of Indian Universities (AIU) or other such Government agencies concerned, as equivalent to a degree programme of a University.

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

a) Institutions, which would like to make an improvement in the accredited status, may apply for **Re-assessment**, after a minimum of one year and before three years of accreditation subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.

b) Institutions opting for **Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4….) of Accreditation** can submit the Institutional Information for Quality Assessment (IIQA), during the last six months of the validity period subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.

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

Note:

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

V. Essential Note for HEI who Select Legal Education Manual for A&A

1. **All Mono faculty Legal Education Colleges and Multi-faculty Colleges with more than 60% of the Program offered being Legal Studies and related disciplines will have to mandatorily follow Legal Education Affiliated College Manual. Institutions offering Legal Education Programs that account to less than 60% of the total programs offered by the institution will mandatorily follow General Affiliated College manual.**

2. Such programs offered should duly be recognition by Bar Council of India (BCI) or any other Statutory Regulatory Authorities for applicable programmes.

VI. THE ASSESSMENT PROCESS

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

The assessment process will be carried out in three stages. As stated earlier, it will comprise three main components, viz., Self Study Report (SSR), Student Satisfaction Survey (SSS) and the Peer Team Report (PTR). The SSR has a total of 115 Metrics for Universities, 107 Metrics for Autonomous, 93 & 96 Metrics for UG & PG Affiliated/Constituent Colleges respectively, covering the seven Criteria as described earlier. The SSR has two kinds of Metrics: one, those requiring quantifiable facts and figures as data which have been indicated as 'Quantitative *Metrics'* (Q_nM); and two, those metrics requiring descriptive responses and are accordingly named 'Q*ualitative Metrics'*(Q_lM). Table 1 depicts the distribution of Key Indicators (KIs) and Metrics across them.

Table 1: Distribution of Metrics and KIs across Criteria

Type of HEIs	Affiliated/Constituent Legal Education Colleges	
	UG	PG
Criteria	7	7
Key Indicators (KIs)	31	32
Qualitative Metrics (Q_lM)	37	38
Quantitative Metrics (Q_nM)	58	59
Total Metrics ($Q_lM + Q_nM$)	95	97

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

Table 2 Distribution of weightages across Key Indicators (KIs)

Criteria	Key Indicators (KIs)	Affiliated/Constituent Colleges	
		UG	PG
1. Curricular Aspects	1.1. Curricular Planning and Implementation	20	20
	1.2 Academic Flexibility	30	30
	1.3 Curriculum Enrichment	30	30
	1.4 Feedback System	20	20
	Total	100	100
2. Teaching - Learning and	2.1 Student Enrolment and Profile	40	40

Evaluation	2.2 Catering to Student Diversity	50	50
	2.3 Teaching-Learning Process	50	50
	2.4 Teacher Profile and Quality	60	60
	2.5 Evaluation Process and Reforms	30	30
	2.6 Student Performance and Learning Outcomes	60	60
	2.7 Student Satisfaction Survey	60	60
	Total	**350**	**350**
3. Research, Innovations and Extension	3.1 Resource Mobilization for Research	15	15
	3.2 Innovation Ecosystem	NA	10
	3.3 Research Publications and Awards	20	20
	3.4 Extension Activities	60	50
	3.5 Collaboration	25	25
	Total	**120**	**120**
4. Infrastructure and Learning Resources	4.1 Physical Facilities	30	30
	4.2 Library as a Learning Resource	20	20
	4.3 IT Infrastructure	25	25
	4.4 Maintenance of Campus Infrastructure	25	25
	Total	**100**	**100**
5. Student Support and Progression	5.1 Student Support	40	40
	5.2 Student Progression	35	35
	5.3 Student Participation and Activities	45	45
	5.4 Alumni Engagement	10	10
	Total	**130**	**130**
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**
	TOTALSCORE **(Qnm =653 +Qlm = 347)**	**1000**	

 NA - Not Applicable
VII. PROCEDURAL DETAILS

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

1. Eligible HEIs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online any time during the year. Duly filled in IIQAs of eligible HEIs will be accepted by NAAC for further processing and those of ineligible HEIs will be rejected.

2. In case of rejection of IIQA applications, specific suggestions would be given to HEIs to facilitate them to resubmit IIQA. An institution can reapply twice after the first attempt has resulted in rejection. That is, each HEI is permitted three attempts in a year, with a single fee. After this, it will be considered as a fresh application with required fees.

3. After the acceptance of IIQA, the institution will be asked to fill the Self Study Report (SSR) with the required documents to be uploaded in the portal of NAAC website within 45 days. The SSR of the HEI will then be subjected to further process. As preparation of SSR is a systematic process, it is suggested that the HEIs should be ready with the soft copy of SSR and related documents well in advance of submitting the IIQA. Those institutions who fail to submit SSR within 45days will have to apply afresh starting from IIQA & its fees. It is to be noted that the extension for submission of SSR will be possible if the request is made by the HEI before the expiry of the stipulated time, only in cases of natural calamities, floods, payment settlement delay, technical problems for a period up to a maximum of 15 days after seeking approval from the Competent Authority (ie., Issues Management System – IMS of NAAC). No further extension will be given in the portal. In all such cases the A&A process gets terminated and IIQA fees paid shall be forfeited

and the HEIs have to apply afresh by submitting IIQA with the requisite fees.In any case fees for IIQA will not be refundable.

4. The SSR has to be uploaded as per the format in the portal of NAAC, after which the HEI would receive an auto generated link/ID of SSR in their registered email id. The same SSR in .pdf format should be then uploaded on institutional website.

5. The SSR has to be submitted only online. HEIs should make necessary preparations with the required data, documents and/or responses before logging on to the NAAC website for submission of SSR online. In depth study of the Manual will be of great help in this regard.

6. HEIs are requested to go through the Standard Operating Procedure (SOP) available in Apply Online Tab in the NAAC website, before preparation of the SSR.

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

8. The data submitted on Quantitative Metrics (Q_nM) will be subjected to a validation exercise with the help of a Data Validation and Verification (DVV) process undertaken by NAAC. The responses to Qualitative Metrics (Q_lM) will be reviewed by the Peer Team on site only after the institution clears the Pre-qualifier stage.

9. Any Institution found to be providing wrong information/data during validation and verification stage will be asked for clarifications. On the basis of clarifications submitted by the HEIs the data will be again reviewed for the DVV process. The process of Data Validation and Verification (DVV) by NAAC will possibly be done within 30 days.

10. **Pre-qualifier**: The Quantitative Metrics (Q_nM) of SSR will be sent for Data Validation and Verification (DVV) Process. After DVV process, a DVV deviation report will be generated. On the basis of the deviation report, the A&A process will proceed further as per the following conditions:

    a) HEI whose Metrics are found to deviate will be liable for the penalty or legal action. Their first installment accreditation fees will also be forfeited, and the name of such an HEI will be sent to the statutory authorities for further action.

    b) HEI that clears the DVV process will proceed for Peer Team Visit with a condition of a Pre-qualifier, that the HEI should score at least 25% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees. Such HEIs are eligible to apply again only after six months from the day of declaration of the Pre-qualification status.

11. After the DVV process, NAAC will intimate the HEI regarding the status of the pre-qualification. Only pre-qualified HEIs will enter the next round of assessment to be done by the Peer Team during their on-site visit. The focus of Peer Team visit will be on the Qualitative Metrics (Q_lM).

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

    a) SSS will be conducted simultaneously with the DVV process.
    b) Higher Education Institutions (HEIs) have to strictly upload data of at least 50% of currently enrolled students as per data template format in excel sheet as given in the portal.
    c) The SSS questionnaire (20 objective & 01 subjective) will be e-mailed to all students and the following rule will be applied for processing the responses.
        i.   For colleges – (UG/PG and Autonomous) responses should be received from at least 10% of the student population or 100, whichever is less.
        ii. For Universities – 10% of the student population or 500, whichever is less.
    d) If the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation.
    e) SSS will be completed within one month after its initiation.

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

14. Based on the size and scope of academic offerings at the HEIs, the number of days and experts for onsite visit may vary from 2-3 days with 2-5 expert reviewers visiting the institutions. The visiting teams' role would be very specific in the revised model, limited to Qualitative Metrics (Q_lM). The teams would play an important role in reviewing the intangible aspects.

15. NAAC will disclose the details of the Peer Team members only three days before the scheduled PTV dates. HEIs will not be responsible for Logistics for the Visiting Teams. Henceforth, NAAC will directly take care of all the logistics regarding the Peer Teams' visiting the institutions. All payment towards TA, DA, Honorarium, etc., will be directly paid by NAAC to the nominated members. There would be no financial transactions between the Institution and the Peer Team members.

16. The institutions need to add a link in the home page of their institutional website for NAAC records/files viz., SSR, Peer Team Report, AQAR, Certificate of NAAC and Accreditation documents etc., for easy access by its stakeholders. The said link should be clearly visible/ highlighted and without password.

17. **Guidelines for filling up Self-Study Report (SSR):**

    • Extended profile contains all the questions which are basically the figures of denominators of the formulas used for calculation of various values of Metrics.

    • There are Tool Tips at various places in the portal, such as Metrics, sub-metrics, upload, etc. which are given as guidance's regarding the sort of data required to be submitted by the institution. The Tool Tip is denoted in the form of ❓. Institutions are required to go through the respective Tool Tip thoroughly before filling the data.

    • The data filled should contextualize with the related metrics. There is an upload limit (5 MB) for the documents for various Metrics; if the size of the document exceeds that limit, Institution

may upload the same in their own website without password protection. The link of the said uploaded document should be given in the portal.

- The data of the students for Student Satisfaction Survey (SSS) has to be submitted concurrently during online submission of SSR.

- Where-so-ever 'Asterisk Red mark'✹ is indicated in the portal it should be understood as mandatory requirement.

18. **Policy to withdraw Accreditation applications by Higher Education Institutions (HEIs):** HEIs which have submitted their Self Study Reports (SSRs) but for some reason do not complete the A&A process: -

- Will host the information that it has withdrawn/not completed the process on the HEI website

   and the information will be hosted on NAAC website too.

- Will be allowed to apply for A&A only after a period of one year from the date of submission

   of the SSR.

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

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

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

VIII. THE ASSESSMENT OUTCOME

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

 PART I - *Peer Team Report*

- Section 1: Gives the **General Information** of the institution and its context.

- Section 2: Gives the Criterion-wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a **qualitative, descriptive assessment report** based on the Peer Team's critical analysis, presenting the strengths and weaknesses of the HEI under each Criterion.

- Section 3: Presents an **Overall Analysis** which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.

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

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

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

PART III -*Institutional Grade Sheet*

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

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

Calculation of Institutional CGPA

The CGPA will be calculated based on the scores obtained from the three sources, viz., The System Generated Scores (SGS) of the quantitative metrics, the scores from the qualitative metrics includes critical appraisal by the Peer Team through on site visit and the scores obtained on the Student Satisfaction Survey. These will be collated through an automated procedure based on 'benchmarks' and assessed on a five-point scale, viz., (0, 1, 2, 3 & 4).

The Final Grade

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

Table 3 Institutional Grades and Accreditation Status

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

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

IX. MECHANISM FOR INSTITUTIONAL APPEALS

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

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

1. Submit the Intent **for Appeal** within 15 days and submit an appeal proforma within 45 days from the date of declaration of results, through the HEI portal.

2. The application for appeal should be submitted along with the requisite non-refundable fee of Rs. 100,000/- (Rupees one lakh Only) + applicable taxes.

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

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

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

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

X. RE-ASSESSMENT

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

XI. SUBSEQUENT CYCLES OF ACCREDITATION

The methodology for subsequent cycles of accreditation remains the same as for the first cycle A/A. However, due consideration would be given to the post-accreditation activities resulting in quality improvement, quality sustenance and quality enhancement. In their SSRs, institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four years. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or fourth cycle accreditation.

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

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

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

With reference to the Highest Grade obtained by HEIs in various cycles will be as below: -

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

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

XII. FEE STRUCTURE

(w.e.f. April 01, 2023)

Note: Revised fees structure is applicable to HEIs who are submitting IIQA on or after April 01, 2023.

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

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

2. Assessment and Accreditation Fees:		
1	**2**	**3**
Type	**Total amount of A&A Fee**	**Amount to be paid by the Institution**
For Universities and Professional Institutions *	Rs. 6,00,000/-**+ GST18%	Rs.3,00,000/-** + GST18% = Rs.3,54,000/- **(50% of Total fee along with the SSR) (Non-refundable)**

For Colleges (Grant-in-Aid, Private and Government) **Mono Faculty, Multi Faculty, Teacher Education Institution and Physical Education Institution**	Rs. 2,00,000/-**+ GST18%	Rs.1,00,000/-**+ GST18% = Rs. 1,18,000/- **(50% of Total fee along with the SSR) (Non-refundable)**
** Balance 50% of total fees along with 18% GST need to be paid by the HEI within 15 days from the date of Pre-qualification.		

* Professional Institutions:

1. **Fees will be charged as per the fee structure as applicable to Universities, i.e. Engineering and Technology, Management, Law, Health Sciences (Allopathy, Homoeopathy,Ayurveda, Dental, Nursing etc.)**

2. Higher Education Institutions (HEIs) in which all the programs offered are recognised by the Statutory Regulatory Authority(s) (SRA) (Excluding Teacher Education Institutions) or HEIs in which 50 % or more of the programmes offered are recognised by the Statutory Regulatory Authority (s), similar to the Universities A&A fee for **Professional Institutions** is applicable.

3. **Balance amount of 50%**

   The pre-qualified HEIs will be asked to pay balance 50% of the stipulated fees+ applicable taxes as shown in column 2 & 3 above 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.

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

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

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

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

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

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

5. **Appeals Mechanism and Fee (w.e.f. April 01, 2023):**

   For Appeals (grievance) mechanism a fees of Rs. 1,00,000/- **(non-refundable)** + GST 18% to be paid by HEI as applicable from time to time.

6. **For subsequent cycles of Accreditation:**

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

7. **Mode of Payment: Online:**

   All fees needs to be remitted on NAAC portal through netbanking or credit/debit cards only. Fees payments can also be made from individual accounts on behalf of HEIs. Payment by Demand Draft (DD) or NEFT is not permitted.

For Government Colleges, in case of fees transferred from treasury, the college may approach The Director, NAAC or The Finance Officer, NAAC.

XIII. Getting Ready for Submission of the Self - Study Report (SSR)

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

Some significant tips are reiterated below.

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

➢ The SSR has to be filled online; for this, NAAC will provide access to the respective portal on the website for institutions, according to the pre-declared timeline.

➢ Read instruction about where to upload the documents and data, in what format data have to be presented for the various metrics and required verbal explication for the qualitative metrics.

➢ Kinds of information to be filled in the SSR are given in the QIF, presented in Section B.

➢ The Profile of the Institution given in Section B is self-evident in seeking information about the institution.

➢ The QIF given in Section B indicates the kinds of data and documents required for each of the Metrics while filling up the SSR and also kinds of responses to be given by the HEI.

➢ In an initial exercise, the institution can prepare details as sought in the QIF (Section B) about the various aspects of its functioning and upload them in a protected space on the institutional website. This will make it easy to upload and/or make them available through hyperlinks whenever required.

➢ Some of the documents indicated such as minutes of various committees/bodies, financial details and similar items for which the institution may not like to upload in open access could be kept ready and made available through hyperlinks whenever required.

➢ Keep all the relevant documents and data indicated in the QIF for each Metric under all KIs as a template so that when access to online SSR is available, it's easy to provide pertinent data.

➢ Wherever verbal descriptions are required write briefly as indicated (eg. . . in not more than 500 words…. or…. in not more than 200 words…, and such others). Contemplate well and prepare the write ups explicating the highlights of the sought details about the institution without wasting space/words on 'frill' details.

➢ The online formats (templates) for submitting data with respect to Quantitative Metrics (QnM) is given in Sub Section 6 of Section B. The same template in excel format can be downloaded from NAAC website available in an 'Apply Online Tab'.

➢ Ensure authentic, correct data are provided throughout. **Incorrect data or false details could lead to disqualification or penalty.**

➢ Strictly adhere to the time specifications as given by NAAC.

➢ Some details may have to be worked out if they are not ready; eg. COs, PSOs, compiled reports from various minutes and analyses of feedback, etc...

➢ Keep a brief executive summary for uploading as per details given in Section B.

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

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

➢ For Metrics related to finance, the preceding financial year (1st April to 31st March) may be used to consolidate data, for publication-related data, preceding calendar year (1st January to 31st December) data to be entered and for the other metrics, the preceding academic year may be taken for data to be entered in 'data capturing format' of portal. Wherever the requirement of current year data is mentioned, use the data of last completed academic year.

XIV. MANDATORY DISCLOSURE ON THE HEI's WEBSITE

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

1) SSR submitted online, to be uploaded after DVV process only (.pdf format).

2) Data templates are to be uploaded along with the SSR.

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

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

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

SECTION-B

Data Requirements for Self - Study Report (SSR)

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

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

1. Executive Summary

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

- **Introductory Note** on the Institution: location, vision mission, type of the institution etc.

- **Criterion-wise Summary** on the Institution's functioning in not more than 250 words for each criterion.

- Brief note on **Strength Weaknesses Opportunities and Challenges (SWOC)** in respect of the Institution.

- **Any additional information** about the Institution other than ones already stated.

- **Over all conclusive explication** about the institution's functioning.

The Executive summary shall not be more than 5000 words.

2. Profile of the Institution

1. Basic Information

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

2. For Communication:

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

3. Status of the Institution: Affiliated College Constituent College Any other (specify)

4. Type of Institution:

   a. By Gender
      i. For Men
      ii. For Women
      iii. Co-education

   b. By Shift
      i. Regular
      ii. Day
      iii. Evening

5. It is a recognized minority institution?

   Yes   No

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

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

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

   c. Details of UGC recognition:

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

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

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

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

   (Enclose the recognition/approval letter)

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

   Yes   No

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

   Yes   No

9. Is the college recognized

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

   Yes   No

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

b.   For its performance by any other governmental agency?

Yes ☐   No ☐

If yes, Name of the agency …………………… and

Date of recognition: …………………… (dd/mm/yyyy)

10. Location of the campus and area in

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

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

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

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

12. Please fill in the following details if applicable:

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

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

    like English, regional languages etc.)

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

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

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

Yet to recruit

*M-Male *F-Female

15. Qualifications of the teaching staff:

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

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

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

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

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

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

19. Please fill in the following details if applicable:

Unit Cost of Education	Including Salary Component	Excluding Salary Component

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

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

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

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

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

   Cycle 4:……………. (dd/mm/yyyy) Accreditation Outcome/Result……....

21. Date of establishment of Internal Quality Assurance Cell

   (IQAC) IQAC ………………… (dd/mm/yyyy)

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

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

2(a) : Institutional preparedness for NEP:
(Description wherever applicable in maximum 500 words)

1. Multidisciplinary / interdisciplinary:

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

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

c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain

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

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

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

2. Academic bank of credits (ABC):

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

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

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

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

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

3. Skill development:

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

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

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

d) Enlist the institution's efforts to:

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

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

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

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

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

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

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

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

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

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

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

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

    ii. Indian ancient traditional knowledge

    iii. Indian Arts

    iv. Indian Culture and traditions.

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

5. Focus on Outcome based education (OBE):

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

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

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

6. Distance education/online education:

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

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

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

3. Quality Indicator Framework

4.Extended profile

(used as Denominators for calculation of metrics)

Ext. Pf. No.		Used in calculation of metric
1.1	Number of students year wise during the last five years 	**Year**						 	**Number**							1.2.3 1.3.3 2.2.2 2.3.3 2.3.4 3.4.4 4.2.4 4.3.2 5.1.1 5.1.3
1.2	Number of outgoing/ final year students year wise during the last five years 	**Year**						 	**Number**							2.6.3 5.2.1 5.2.2 5.2.3 5.2.4
2.1	Number of full time teachers year wise during the last five years 	**Year**						 	**Number**							2.2.2 2.4.3 4.2.4 6.3.2 6.3.4
2.2	Consolidated number of Full time teachers worked in the institution during last five years (without repeat count)	2.4.2 3.3.1 3.3.2 3.3.3

3.1	Total expenditure excluding salary year wise during the last five years (INR in lakhs)	**4.1.4** **4.4.1**

Year					
Number					

Quality Indicator Framework (QIF)

Essential Note:

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

While going through the QIF, details are given below each Metric in the form of:
- *data required*
- *formula* for calculating the information, wherever required, and
- *File description – for uploading of document* where so-ever required.

These will help Institutions in the preparation of their SSR.

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

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

Metric wise weightage is also given.

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

Affiliated UG/PG Colleges

REVISED ACCREDITATION FRAMEWORK

Criterion 1 – Curricular Aspects (100)

Key Indicator – 1.1 Curricular Planning and Implementation (20)

Metric No.		Weightage
1.1.1. Q$_l$M	*The Institution ensures effective curriculum delivery through a well planned and documented process* Write description of initiatives in not more than 500 words **File Description** • Upload Additional information • Link for Additional information	10
1.1.2. Q$_l$M	*The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation(CIE).* Write description in maximum of 500 words **File Description** • Upload Additional information • Link for Additional information	5

1.1.3.
 	
Q$_n$M
	Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and other colleges and/are represented on the following academic bodies during the last five years
	    1. Academic council/BoS of Affiliating university
	    2. Setting of question papers for UG/PG programs
	    3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
	    4. Assessment /evaluation process of the affiliating University
	Options
	        A. All of the above
	        B. Any 3 of the above
	        C. Any 2 of the above
	        D. Any 1 of the above
	        E. None of the above
	
	Upload the specific document as per description given below
	• Institutional data in the prescribed format (data template)
	• Nomination Letter from their Affiliating University clearly indicating membership in BoS /Academic Council/ PG Council valid for the assessment period
	• Letters from the affiliating university to the faculty for setting question paper for UG/PG programs.
	• Document showing the faculty participation in the design and development of Curriculum for add on/ certificate/ Diploma Courses
	• The letters from the affiliating university inviting the faculty for Assessment /evaluation
		5

	Apart from the above: • **Provide Links for any other relevant document to support the claim (if any)** **Note : Participation of the faculty in other than the affiliating university not to be included.** 	

1.1.3	-	Bench Mark		
0	**1**	**2**	**3**	**4**
E	**D**	**C**	**B**	**A**

Key Indicator- 1.2 Academic Flexibility (30)

Metric No.		Weightage
1.2.1. **QₙM**	*Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented* 1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented. ☐ 1.2.1.2 Total number of Programs offered by the institution for last five years ☐ Formula: $\dfrac{\text{Number of Programmes in which CBCS/ Elective course system implemented}}{\text{Total number of Programs offered by the institution for last five years}} \times 100$ **Upload the specific document as per description given below** • Institutional data in the prescribed format (data template) • **Provide the relevant information in institutional website as part of public disclosure** • **Minutes of Board of Studies meeting clearly specifying Program details with implementation CBCS/ECS** • **Subsequent Academic Council meeting extracts endorsing the decision of BOS** **Apart from the above:** • **Provide Links for any other relevant document to support the claim (if any)**	**10**
	1.2.1 - Bench Mark	

1.2.1	-	Bench Mark		
0	**1**	**2**	**3**	**4**
<10	**10-30**	**30-40**	**40-50**	**>=50**

Metric No.		Weightage
1.2.2. **QₙM**	*Number of Add on or value added courses /Certificate programs offered during the last five years* **1.2.2.1:** How many Add on or value added courses /Certificate programs are offered within the last 5 years ☐	**10**

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

Upload the specific document as per description given below

- **Institutional data in the prescribed format (data template)**
- **Provide the relevant information in institutional website as part of public disclosure**
- **Institutional programme brochure/notice for add-on/Certificate/Value added programs with course modules and outcomes**
- **List of students and the attendance sheet for the above mentioned programs**
- **Evidence of course completion, like course completion certificate etc.**

Apart from the above:
- **Provide Links for any other relevant document to support the claim (if any)**

  Note: No repeat count of courses will be considered

1.2.2	-	Bench Mark		
0	1	2	3	4
<2	2-5	5-10	10-20	>=20

</td><td>

54

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

1.2.3 QₙM	*Percentage of students enrolled in Add on or value added courses /Certificate programs as against the total number of students during the last five years* 1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five year						10

Year					
Number of students enrolled in subject related Certificate or Add-on programs					

Formula: $\frac{\text{Total Number of students enrolled in subject related Certificate or Add-on programs}}{(1.1)\text{Total Number of students year wise}} X 100$

Upload the specific document as per description given below
- **Institutional data in the prescribed format (data template)**
- **Provide the relevant information in institutional website as part of public disclosure**
- **List of students and the attendance sheet for the above mentioned programs**
- **Evidence of course completion, like course completion certificate etc.**

Apart from the above:
- **Provide Links for any other relevant document to support the claim (if any)**

1.2.3 - Bench Mark				
0	1	2	3	4
<5	5-10	10-15	15-20	>=20

Key Indicator- 1.3 Curriculum Enrichment (30)

Metric No.		Weightage
1.3.1. QₗM	*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Constitutional and Human Values, Environment and Sustainabilityetc. into the Curriculum* Upload a description in maximum of 500 words **File Description (Upload)** • Any additional information • Upload the list and description of courses which address the Professional Ethics, Gender, Constitutional and Human Values, Environment and Sustainability into the Curriculum.	10
1.3.2. QₙM	*Percentage of courses that include experiential learning through Moot Courts, seminar courses, Court visits, Arbitration/Mediation/Client Counseling Exercises, Para legal volunteering/ legal aid training, advocate chamber and internship in law firms/NGOs/Judicial*	10

Clerkships etc.,(year wise during last five years*)*

1.3.2.1: Number of courses that include experiential learning through project *Moot Courts, Court visits, Arbitration/Mediation/Client Counseling   Exercises, Para legal volunteering/ legal aid training, advocate chamber and internship in law firms//NGOs/Judicial Clerkships etc.,(* year wise during last five years)

Years	1	2	3	4	5
Number of courses as per 1.3.2.1					

1.3.2.2: Number of Courses offered across all programs year wise during last five years

Years	1	2	3	4	5
Number of courses as per 1.3.2.2					

Formula:

$$\frac{\textit{Total Number of courses that include experiential learning through project Moot Courts,Court visits,Arbitration,Mediation,Client Counseling Exercises,and internship in law firms/NGOs/Judicial Clerkships etc.}}{\text{Total Number of courses offered by the Institution across all programs}}$$

File Description: (Upload)
- Minutes of Faculty Meeting/ BOS/Academic Review Committee meeting and subsequent Academic Council Meeting.
- List of Programmes and courses within it related to Moot Courts, Court visits, Arbitration/Mediation/Client Counseling   Exercises, and internship in law firms/NGOs/Judicial Clerkships etc.,

1.3.2 - Bench Mark				
0	1	2	3	4
<1	1-5	5-15	15-25	>=25

1.3.3. Q_nM	*Percentage of students undertaking Moot Courts, Court visits, Arbitration/Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc.,(Data to be given for the latest completed academic year)* 1.3.3.1:Number of students undertaking *Moot Courts, Court visits, Arbitration/Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc.,* Data Requirements: (As per Data Template) • Names of the Programmes No. of students undertaking Moot Courts, Court visits, Arbitration/Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc., Formula**:**	10

Number of students undertaking activities mentioned in 1.3.3.1

$$\frac{\text{Number of students undertaking activities mentioned in 1.3.3.1}}{(1.1)\text{Total number of students inthe latest completed academic year}} \times 100$$

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
• **Provide the relevant information in institutional website as part of public disclosure**
• **Program and course contents that specifies components mentioned in metric 1.3.3 as approved by BOS**
  • **Sample Participation Certificate in Moot Courts, Court visit report submitted to the University, certificate endorsing the student participation in Arbitration/Mediation/Client Counseling, internship completion certificate provided by the host law firm, NGO. Certificate of clerkship assistances from judiciaries. Note: all documents should have clear dates of engagements and should be on official letterhead.**

Apart from the above:
Provide Links for any other relevant document to support the claim (if any)

1.3.3 - Bench Mark				
0	1	2	3	4
<5	5-10	10-20	20-30	>=30

Key Indicator- 1.4 Feedback System (20)

Metric No.		Weightage

1.4.1.
 	
QₙM
	Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
	    1) Students 2)Teachers 3) Law-firms/Judges/Sr. Counsels and
	       employers 4)Alumni
	
	Options:
	    A. All of the above
	    B. Any 3 of the above
	    C. Any 2 of the above
	    D. Any 1 of the above
	    E. None of the above
	
	Upload the specific document as per description given below
	• Institutional data in the prescribed format (data template)
	
	   • **At least 4 filled-in feedback form from different stake holders like Students, Teachers, Law-firms/Judges/Sr. Counsels/ Employers, Alumni etc.**
		10

	Apart from the above: Provide Links for any other relevant document to support the claim (if any **1.4.1 - Bench Mark** <table><tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>E</td><td>D</td><td>C</td><td>B</td><td>A</td></tr></table>	
1.4.2 QnM	*Feedback process of the Institution may be classified as follows:* **Options:** A. Feedback collected, analysed and consolidated action taken on feedback for last five years available on website B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected **Upload the specific document as per description given below** • Institutional data in the prescribed format (data template) • **Feedback analysis report submitted to appropriate committee/bodies** • **Action taken report on the feedback analysis and its report to appropriate committee/bodies** • **Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted** **Apart from the above:** **Provide Links for any other relevant document to support the claim (if any** **1.4.2 - Bench Mark** <table><tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>E</td><td>D</td><td>C</td><td>B</td><td>A</td></tr></table>	**10**

Criteria 2- Teaching- Learning and Evaluation (350)

Key Indicator- 2.1 Student Enrolment and Profile (40)

Metric No.		Weightage
2.1.1. **Q$_n$M**	*Enrolment percentage* 2.1.1.1. Number of students admitted year wise during last five years 2.1.1.2. Number of sanctioned seats year wise during last five years 	**20**

Year					
Number of student admitted					
Number of Sanctioned strength					

Formula**:**

$$\frac{Total\ Number\ of\ Students\ admitted}{Total\ Number\ of\ Students\ sanctioned} \ X100$$

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
- **Provide the relevant information in institutional website as part of public disclosure**

- **Document relating to sanction of intake as approved by competent authority of the affiliating University**
- **Admission extract signed by the competent authority (only fresh admissions to be considered)**

Apart from the above:
Provide Links for any other relevant document to support the claim (if any)

2.1.1 - Bench Mark				
0	1	2	3	4
<30	30-40	40-60	60-80	>=80

Metric No.		Weightage
2.1.2. **Q$_n$M**	*Percentage of seats filled against seats reserved for various categories (SC, ST, OBC etc.) as per applicable reservation policy during the last five years (exclusive of supernumerary seats)* 2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years 	**20**

Year					
Number					

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

Year						
Number						

Formula:

$$\frac{\text{Total number of students admitted from the reserved categories}}{\text{Total Number of seats earmarked for reserved category as per GOI or StateGovernmentrule}} \times 100$$

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
  - **Provide the relevant information in institutional website as part of public disclosure**
  - **Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)**
  - **Final admission list indicating the category as published by the HEI and endorsed by the competent authority.**

Apart from the above:
  Provide Links for any other relevant document to support the claim (if any

Note
1. Include only those reserved categories as specified by the State/Central Government orders for admission.
1. Only those seats filled against the quota should be counted here.
2. In case of Minority institutions number of reserved seats for Minority candidates and number of Minority Students enrolled in the first year shall be considered.

2.1.2 - Bench Mark				
0	1	2	3	4
<40	40-50	50-60	60-70	>=70

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

Metric No.		Weightage
2.2.1. Q_lM	*The institution assesses the learning levels of the students and organises special Programmes/ have policies in place for different levels of learners* Write description in maximum of 500 words **File Description:** • Past link for additional Information • Upload any additional information	30
2.2.2.	*Student- Full time teacher ratio* Data requirement: • Total number of Students enrolled in the Institution	20

QₙM	• Total number of full time teachers in the Institution Formula: $\dfrac{(1.1)\text{Number of students in the latest completed academic year}}{(2.1)1\text{Number of full time teachers in the latest completed academic year}}$ **Upload the specific document as per description given below** • No Template as the information is already provided in Extended Profile • **Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.** • **List showing the number of students in each of the programs for the latest completed academic year across all semesters** **Apart from the above:** **Provide Links for any other relevant document to support the claim (if any)** • **Note: A teacher employed for at least 90 percent of the normal or statutory number of hours of work for a fulltime teacher (including contractual) over a complete academic year is classified as a full-time teacher.** <table><tr><td colspan="5">**2.2.2 - Bench Mark**</td></tr><tr><td>**0**</td><td>**1**</td><td>**2**</td><td>**3**</td><td>**4**</td></tr><tr><td>**>=60**</td><td>**50-60**</td><td>**40-50**</td><td>**30-40**</td><td>**<30 & >0**</td></tr></table>	

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

Metric No.		Weightage
2.3.1. **QₗM**	*Student centric methods, such as experiential learning, participative learning peer learning, team teaching, case law method and problem solving methodologies are used for enhancing learning experiences* Upload a description in maximum of 500 words **File Description:** • Upload any additional information • Link for additional information	**20**
2.3.2. **QₗM**	*Teachers use ICT enabled tools for effective teaching-learning process.* Write description in maximum of 500 words **File Description** • Upload any additional information • Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	**15**
2.3.3. **QₙM**	*Ratio of faculty mentor to students for academic and other related issues (Data for the latest completed academic year)* 2.3.3.1: Number of mentors assigned to students for academic and other related issues:	**9**

Formula: $\dfrac{\text{Number of mentors}}{\text{(1.1)Number of Students in the latest completed academic year}}$

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
- **Circulars pertaining to assigning the mentors to mentees**
- **Mentor diary and progress made**
- **Policy document on Mentorship, if any**

Apart from the above:
Provide Links for any other relevant document to support the claim (if any)

2.3.3 - Bench Mark				
0	**1**	**2**	**3**	**4**
>=60	50-60	40-50	30-40	<30 & >0

2.3.4 QnM	*Percentage of Student identified as mentors for academic and other related issues (Data to be provided only for the latest completed academic year)*	6

2.3.4.1: Number of Student mentors identified for student to student mentoring during the latest completed academic year. ☐

$$\dfrac{\text{Number of Student mentors identified for student to student mentoring}}{\text{(1.1)Total number of students in the latest completed acadmeic year}} \times 100$$

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
- **Official Proceeding of Student Council selecting the student mentors or Minutes of the relevant Faculty Meeting/ BOS/Academic Review Committee meeting and subsequent Academic Council Meeting identifying the student mentors or teaching assistants for mentoring studentsMentor diary and progress made**
- **Policy document on Mentorship, if any**

Apart from the above:
Provide Links for any other relevant document to support the claim (if any)

2.3.4 - Bench Mark				
0	**1**	**2**	**3**	**4**
<4	4-6	6-8	8-10	>=10

Key Indicator- 2.4 Teacher Profile and Quality (60)

Metric No.		Weightage

2.4.1.
 	
Q$_n$M
	Average percentage of full time teachers against sanctioned posts during the last five years
	
	2.4.1.1: Number of Sanctioned posts year wise during the last five years
	
	<table><tr><td>**Year**</td><td></td><td></td><td></td><td></td></tr><tr><td>**Number**</td><td></td><td></td><td></td><td></td></tr></table>
	Formula:
	Percentage per year $= \dfrac{\text{Number of full time teachers}}{\text{Number of sanctioned posts}}$ X 100
	Average Percentage $= \sqrt[5]{Percentage\ per\ year}$
	
	Upload the specific document as per description given below
	  • Institutional data in the prescribed format
	    • **Provide the relevant information in institutional website as part of public disclosure**
	  • **Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).**
	Apart from the above:
	Provide Links for any other relevant document to support the claim (if any)
	Note: Appointment letter of selected teachers will be sought during the DVV clarification.
	
	<table><tr><td colspan="5">**2.4.1 - Bench Mark**</td></tr><tr><td>**0**</td><td>**1**</td><td>**2**</td><td>**3**</td><td>**4**</td></tr><tr><td>**<30**</td><td>**30-40**</td><td>**40-50**</td><td>**50-60**</td><td>**>=60**</td></tr></table>
		20

2.4.2.
 	
Q$_n$M
	Percentage of full time teachers with Ph. D. / LL.D during the last five years
	(consider only highest degree for count)
	
	2.4.2.1: Number of full time teachers with *Ph.D./LL.D* during the last five years
	
	[ ]
	
	Data Requirement for last five years: (As per Data Template)
	  • Number of full time teachers with *Ph.D./LL.D*
	  • Total number of full time teachers
	
	Formula**:**
	
	$$\dfrac{\text{Number of fulltimeteachers withPh.D./LL.D.}}{\text{(2.2)Consolidated number of full time teachers (without repeat count) during the last five years}} \text{ X } 100$$
	
	Upload the specific document as per description given below
		20

<table>
<tr><td colspan="2">

• Institutional data in the prescribed format (data template)
- **Provide the relevant information in institutional website as part of public disclosure**
- **List of faculty having Ph.D./LLD with particulars of the degree awarding university, subject and the year of award per academic year.**
- **Copies of Ph.D./LLD awarded by UGC recognized universities**

Apart from the above:
Provide Links for any other relevant document to support the claim (if any)
Note: (1) Honorary degrees shall not be considered

 (2) Provisional Degree Certificate may be considered wherever Degree Certificate is not awarded

2.4.2 - Bench Mark				
0	**1**	**2**	**3**	**4**
<10	**10-20**	**20-30**	**30-40**	**>=40**

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

2.4.3. QₙM	*Average teaching experience of full time teachers (Data for the latest completed academic year in number of years)*	10
	2.4.3.1: Total experience of full-time teachers Data Requirements: (As per Data Template) • Name and Number of full time teachers with years of teaching experience **Formula:** $$\frac{\text{Sum of total experience of full time teachers in the institution}}{(2.1)\text{Number of full time teachers in the latest completed academic year}}$$ **Upload the specific document as per description given below** • Institutional data in the prescribed format (data template) - **Provide the relevant information in institutional website as part of public disclosure** **Apart from the above:** **Provide Links for any other relevant document to support the claim (if any)** **Note: Experience certificate/ appointment order of selected faculty will be sought during DVV clarification.**	

2.4.3 - Bench Mark				
0	**1**	**2**	**3**	**4**
<4	**4-6**	**6-8**	**8-10**	**>=10**

2.4.4 Qlm	*Measures taken by the institution for faculty retention* Write a description in maximum of 500 words *File Upload* Policy measure taken by the institution to combat faculty attrition and to retain experienced and quality faculty.	10

Key Indicator- 2.5. Evaluation Process and Reforms (30)

Metric No.		Weight age
2.5.1. Q₁M	*Mechanism of internal assessment is transparent and robust in terms of frequency , mode and innovation introduced in the internal evaluation* Upload a description not more than 500 words **File Description:** • Any additional information • Link for additional information	20
2.5.2. Q₁M	*Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient* Upload a description not more than 500 words **File Description:** • Any additional information • Link for additional information	10

Key Indicator- 2.6 Student Performance and Learning Outcome (60)

Metric No.		Weightage
2.6.1. Q₁M	*Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.* Describe Course Outcomes (COs) for all courses and mechanism of communication within a minimum of 500 characters and maximum of 500 words **File Description:** • Upload any additional information • Past link for Additional information • Upload COs for all courses (exemplars from Glossary)	15
2.6.2. Q₁M	*Attainment of Programme outcomes and course outcomes are evaluated by the institution.* Describe the method of measuring the level of attainment of POs , PSOs and COs in not more than 500 **File Description:** • Upload any additional information • Paste link for Additional information	15

2.6.3.	*Pass percentage of Students during last five years*	30
	2.6.3.1: Total number of final year students who passed the examination year wise during last five years	

Q$_n$M

Year					
Number					

Formula:

$$\text{Pass Percentage} = \frac{\text{Total number of final year students who passed in the university examination}}{(1.2)\text{Total number of final year students}} \times 100$$

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
  - **Provide the relevant information in institutional website as part of public disclosure**
  - **Annual report of Institution highlighting the pass percentage of students**
  - **Certified report from the Affiliating University indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise**

Apart from the above:
  Provide Links for any other relevant document to support the claim (if any)

2.6.3 - Bench Mark				
0	**1**	**2**	**3**	**4**
<60	60-=70	70-80-	80-90	>=90

Key Indicator- 2.7 Student Satisfaction Survey (60)

Metric No.		Weight age
2.7.1. **Q$_n$M**	*Online student satisfaction survey regarding to teaching learning process.* *(online survey to be conducted)* Data Requirement: (As per Data Template) • Name/Class/Gender • Student Id Number/Aadhar Id number • Mobile number **(Mandatory)** • Email Id	60

- Degree Programme

(Database of all currently enrolled students need to be prepared and shared with NAAC along with the online submission of QIF)

File Description:
- Upload any additional information
- Upload database of all currently enrolled students (Data Template)

Criteria 3- Research, Innovations and Extension (120)

Key Indicator 3.1- Resource Mobilization for Research (15)

Metric No.		Weightage

3.1.1.
 	
Q$_n$M
	Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)
	3.1.1.1: Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)
	
	<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>
	Upload the specific document as per description given below
	• Institutional data in the prescribed format (data template)
	  • **List of funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.**
	  • **E-copies of the sanction letters of award for research, endowments, Chairs sponsored by non- government sources**
	  • **Provide the relevant information in institutional website as part of public disclosure**
	Apart from the above:
	Provide Links for any other relevant document to support the claim (if any)
	
	3.1.1 - Bench Mark
	<table><tr><td>**0**</td><td>**1**</td><td>**2**</td><td>**3**</td><td>**4**</td></tr><tr><td><1</td><td>1-5</td><td>5-10</td><td>10-15</td><td>>=15</td></tr></table>
		5

3.1.2

Q_nM

Number of Seminars/conferences/workshops conducted by the institution during the last five years

3.1.2.1: Total number of Seminars/conferences/workshops conducted by the institution year wise during last five years

Year					
Number					

Upload the specific document as per description given below

- Institutional data in the prescribed format (data template)
  - **List of Seminars/conferences/workshops conducted by the institution**
  - **Report of the Seminars/conferences/workshops conducted by the institution with relevant photos and/or videos (if any)**

Apart from the above:

Provide Links for any other relevant document to support the claim (if any)

Note: Do not count the programs mentioned in 3.2.2

3.1.2 - Bench Mark				
0	1	2	3	4
<1	1-5	5-10	10-15	>=15

5

3.1.3

Q_nM

Funded Seminars/ Conferences /workshops

3.1.3.1 Total Amount received through funding from Government and Non-Government agencies for Seminars/Conferences and workshops during the last five years(Amount in lakhs*)*

Year					
Amount in Lakhs					

Upload the specific document as per description given below

- Institutional data in the prescribed format (data template)
  - **Fund sanction letter from the granting agency towards Seminars/ Conferences /workshops organised by the institution**
  - **Income expenditure statement highlighting the funding received from the granting agency**

Apart from the above:

Provide Links for any other relevant document to support the claim (if any):

3.1.3 - Bench Mark				
0	1	2	3	4
<1	1-4	4-6	6-8	>=8

5

Key Indicator 3.2- Innovation Ecosystem (10)
(Not Applicable for UG Affiliated Institutions)

Metric No.		Weightage
3.2.1. **Q$_l$M**	*Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge* Write description in a maximum of 500 words • File description • Upload any additional information • Paste link for additional information	**5** **(Not Applicable for UG)**

3.2.2
 	
Qnm
	Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), Entrepreneurship, Skill development, Frontier/ contemporary areas researches in law and judicial trends during the last five years
	
	3.2.2.1: Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),Entrepreneurship, Skill development *Frontier/ contemporary areas researches in law and judicial trends* 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>
	
	Upload the specific document as per description given below
	• Institutional data in the prescribed format (data template)
	    • **List of Seminars/conferences/workshops conducted by the institution relevant to 3.2.2 only**
	    • **Report of the Seminars/conferences/workshops conducted by the institution with relevant photos and/or videos (if any)**
	Apart from the above:
	Provide Links for any other relevant document to support the claim (if any)
	Note: Do not count the programs mentioned in 3.1.2
	
	<table><tr><td colspan="5">3.2.2 - Bench Mark</td></tr><tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td><1</td><td>1-4</td><td>4-6</td><td>6-8</td><td>>=8</td></tr></table>
		5
		
		(Not Applicable for UG)

Key Indicator 3.3 - Research Publication and Awards (20)

3.3.1. QₙM	*Percentage of teachers recognized as research guides* 3.3.1.1. Number of teachers recognized as research guides during last five years ☐ **Formula :** $$Percentage = \frac{Number\ of\ teachers\ recognized\ as\ research\ guides}{(2.2)Total\ of\ full\ time\ teachers\ worked\ in\ the\ insitution\ during\ the\ last\ five\ years(without\ repeat\ count)} X100$$ **Documents:** Upload copies of the letter of the university recognizing faculty as research guides **Upload the specific document as per description given below** • Institutional data in the prescribed format (data template) • **Upload copies of the letter of the affiliating university recognizing the institution's faculty as research guides** **Apart from the above:** **Provide Links for any other relevant document to support the claim (if any)**	5

3.3.1 - Bench Mark				
0	1	2	3	4
<1	1-4	4-7	7-10	>=10

3.3.2 QₙM	*Number of papers published per teacher in the Journals notified on UGC website during the last five years* 3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years	5

Year					
Number					

Formula:
$$\frac{Number\ of\ publications\ in\ UGCnotified\ journals\ during\ the\ last\ five\ years}{(2.2)Consolidated\ number\ of\ Full\ time\ teachers\ worked\ in\ the\ insitution\ during\ last\ five\ years}$$

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
    • **List and links of the papers published in journals listed in UGC CARE list and**
    • **Link to the institutional website where the first page/full paper (with author and affiliation details) is published**
    • **Link re-directing to journal source-cite website in case of digital journals**

<div style="color:red">

- **Provide the relevant information in institutional website as part of public disclosure**

Apart from the above:

- **Provide Links for any other relevant document to support the claim (if any)**

</div>

Note: The HEI should indicate in the data template against each paper about the presence of the journal in which the paper is published in the UGC CARE as on date with CARE journal ID

3.3.2 - Bench Mark				
0	1	2	3	4
<1	1-2	2-3	3-4	>=4

3.3.3

Q_nM

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

3.3.3.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

Year					
Number					

Formula:

$$\frac{\text{Total number of books and chapters in edited volumes , books published, and papers in national/international conference proceedings during last five years}}{(2.2)\text{Consolidated number of Full time teachers worked in the insitution during last five years}}$$

<div style="color:red">

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)

- **E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters**
- **List of chapter/book with the links redirecting to the source website.**
- **Provide the relevant information in institutional website as part of public disclosure**

Apart from the above:
Provide Links for any other relevant document to support the claim (if any)

</div>

3.3.3 - Bench Mark				
0	1	2	3	4
<1	1-2	2-4	4-5	>=5

10

Key Indicator 3.4 - Extension Activities (For UG Affiliated Institutions) **(60)**
Key Indicator 3.4 – Extension Activities (For PG Affiliated Institutions) **(50)**

Metric No.		Weightage
3.4.1 **QₗM**	*Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years* Describe the impact of extension activities in sensitising students to social issues and holistic development within a maximum of 500 words. **File Description:** • Paste link for additional information Upload any additional information	**5** **(10 for UG)**
3.4.2 **QₙM**	*Number of awards / recognitions /letters of appreciations / commendation for research, legal aid and legal extension activities by the institution/teachers/research scholars/students during the last five years* 3.4.2.1: Total number of awards / recognitions *recognitions /letters of appreciations/commendation for research, legal aid and legal extension activities* by institution/teachers/research scholars/students during the last five years **Upload the specific document as per description given below** • Institutional data in the prescribed format (data template) • **E-copy of the award leter** **Apart from the above:** **Provide Links for any other relevant document to support the claim (if any)** **Note: Best paper award of the conferences and other generic awards be avoided** <table><tr><td colspan="5">**3.4.2 - Bench Mark**</td></tr><tr><td>**0**</td><td>**1**</td><td>**2**</td><td>**3**</td><td>**4**</td></tr><tr><td><2</td><td>2-6</td><td>6-8</td><td>8-10</td><td>>=10</td></tr></table>	**10**
3.4.3 **QₙM**	*Number of extension and outreach programs conducted by the institution through NSS/ NCC/Government and non-government bodies other clubs during the last five years* 3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/Government and non-government bodies other clubs 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>	**15** **(20 for UG)**

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)

- **Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency**
- **Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.**
- **Provide the relevant information in institutional website as part of public disclosure**

Apart from the above:

- **Provide Links for any other relevant document to support the claim (if any)**

Note: Celebration of commemorative days to be avoided here

3.4.3 - Bench Mark				
0	1	2	3	4
<5	5-10	10-15	15-25	>=25

3.4.4 **Q_nM**	*Percentage of students participating in extension activities at 3.4.3. above during last five years* 3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non-Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year wise during last five years	**20**

Year					
Number					

$$\text{Percentage per year} = \frac{\text{Total Number of students participating in such activities}}{(1.1)\ \text{Total Number of students}} \times 100$$

- **Details to be validated from the documents submitted in metric 3.4.3**

3.4.4 - Bench Mark				
0	1	2	3	4
<1	1-10	10-20	20-30	>=30

Key Indicator – 3.5 Collaboration (25)

Metric No.		Weightage
3.5.1. **QₙM**	*The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the last five years* • Number of linkages for faculty exchange, student exchange, internship, field trip, on-the- job training, research etc year wise during the last five years <table><tr><td>**Year**</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>**Number**</td><td></td><td></td><td></td><td></td><td></td></tr></table> **File Description: (Upload)** **Upload the specific document as per description given below** • Institutional data in the prescribed format (data template) • **List and Copies of documents indicating the functional linkage/collaboration activity-wise and year-wise** • **Summary of the functional linkage/collaboration indicating start date, end date, nature of collaboration etc.** • **List of year wise activities and exchange should be provided** • **Provide the relevant information in institutional website as part of public disclosure** **Apart from the above:** **Provide Links for any other relevant document to support the claim (if any)** **Note: Linkage without any evidence of activity will not be considered** <table><tr><td colspan="5">**3.5.1 - Bench Mark**</td></tr><tr><td>**0**</td><td>**1**</td><td>**2**</td><td>**3**</td><td>**4**</td></tr><tr><td><4</td><td>4-6</td><td>6-8</td><td>8-10</td><td>>=10</td></tr></table>	**15**
3.5.2. **QₙM**	*Number of functional MoUs with national and international institutions, universities, industries, corporate houses law-firms etc. during the last five years* 3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years <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>	**10**

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
- **List and Copies of the functional MoUs year-wise and activities conducted under the same**
- **Summary of the functional MoUs indicating start date, end date, objective of MOU etc.**
- **List of year wise activities should be provided**
- **Provide the relevant information in institutional website as part of public disclosure**

Apart from the above:
Provide Links for any other relevant document to support the claim (if any)
- **Note: MoUs without any evidence of activity will not be considered**

3.5.2 - Bench Mark				
0	1	2	3	4
<1	1-3	3-6-	6-8	>=8

Criterion 4 - Infrastructure and Learning Resources (100)

Key Indicator – 4.1 Physical Facilities (30)

Metric No.		Weightage
4.1.1. Q_lM	*The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.* Describe the adequacy of infrastructure and physical facilities for teaching –learning as per the minimum specified requirement by statutory bodies within a maximum 500 words **File Description:** • Upload any additional information • Paste link for additional information	5
4.1.2. Q_lM	*The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.* Describe the adequacy of facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate within a maximum of 500 words **File Description**	5

	• Upload any additional information • Paste link for additional information	
4.1.3. **QₙM**	*Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.* 4.1.3.1: Number of classrooms and seminar halls with ICT facilities ☐ 4.1.3.2: Total number of Classrooms and Seminar halls ☐ Formula: $\frac{\text{Number of classrooms and seminar halls with ICT facilities}}{\text{Total number of Classrooms and Seminar halls}} X100$ **File Description** • Upload any additional information • Geotagged photos of classrooms clearly displaying the ICT Facilities • Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) **4.1.3 - Bench Mark** <table><tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td><5</td><td>5-10</td><td>10-20</td><td>20-30</td><td>>=30</td></tr></table>	**10**
4.1.4. **QₙM**	*Percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)* 4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year wise during last five years (INR in lakhs) <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>INR in Lakhs</td><td></td><td></td><td></td><td></td><td></td></tr></table> Formula: $$\frac{\text{Total Expenditure for infrastructure augmentation excluding salary}}{\text{(3.1)Total expenditure excluding salary}} \text{ X } \mathbf{100}$$ **Upload the specific document as per description given below** • Institutional data in the prescribed format (data template) • **Institutional data in the prescribed format (data template)** • **Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority**	**10**

(relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)

Apart from the above:
Provide Links for any other relevant document to support the claim (if any)

4.1.4 -	Bench Mark			
0	1	2	3	4
<2	2-6	6-8	8-10	>=10

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

Metric No.		Weightage
4.2.1. Q_lM	**Library is automated using Integrated Library Management System (ILMS)** Data Requirement for last five years: Upload a description of library with, • Name of ILMS software • Nature of automation (fully or partially) • Version • Year of Automation **File Description:** • Upload any additional information • Paste link for Additional Information	**4**

4.2.2.
 	
Q_nM
	The institution has subscription for the following e-resources
	1. e-journals
	2. e-ShodhSindhu
	3. Shodhganga Membership
	4. e-books
	5. Databases
	6. Remote access to e-resources
	
	Options:
	A. Any 4 or more of the above
	B. Any 3 of the above
	C. Any 2 of the above
	D. Any 1 of the above
	E. None of the above
	
	Upload the specific document as per description given below
	• Institutional data in the prescribed format (data template)
	    • **Subscription letters and sample home pages of access to e-journals &/ e-books &/ e-resources through institution log- in**
	    • **Subscription letters and sample home pages of access to Databases**
		6

- **Proof of access to e-shodhsindhu and/or Shodhganga**
- **Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for selected option of metric 4.2.2 should be clearly highlighted)**

Apart from the above:
- **Provide Links for any other relevant document to support the claim (if any)**

4.2.2 - Bench Mark				
0	1	2	3	4
E	D	C	B	A

4.2.3

QnM

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

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

Year					
INR in Lakhs					

Formula:

$$\frac{\text{Total Expenditure for purchase of books}/e-\text{books and subscription to journals}/e-\text{journals}}{5}$$

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template merged with 4.1.4)
- **Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)**

Apart from the above:
- **Provide Links for any other relevant document to support the claim (if any)**

4.2.3 - Bench Mark				
0	1	2	3	4
<0.5	0.5-1	1-3	3-5	<=5

5

4.2.4
 	
Q$_n$M
	Percentage per day usage of library by teachers and students (foot falls and login data for online access)
	(Data for the latest completed academic year)
	
	4.2.4.1. Number of teachers and students using library per day over last one year
	
	Formula:
	
	$$\frac{\text{Number of teachers and students using library per day}}{(1.1) + (2.1)\text{Total number of teachers and students of latest completed academic year}} \times 100$$
	
	Upload the specific document as per description given below
	• Institutional data in the prescribed format (data template)
	  - **Copies of Log/accession register of the library including digital access**
	  - **DVV may ask for random verification for randomly selected specific dates during clarification**
	Apart from the above:
	Provide Links for any other relevant document to support the claim (if any)
		5

4.2.4 - Bench Mark				
0	**1**	**2**	**3**	**4**
<1	1-5	5-10	10-15	>=15

Key Indicator- 4.3 IT Infrastructure (25)

Metric No.		Weightage
4.3.1. **Q$_l$M**	*Institution frequently updates its IT facilities including Wi-Fi* Describe IT facilities including Wi-Fi with date and nature of updation within a maximum of 500 words **File Description** • Upload any additional information • Paste link for additional information	**05**
4.3.2. **Q$_n$M**	*Student – Compute/ laptop ratio (Data for the latest completed academic year)* 4.3.2.1: Number of computers available for student use	**5**

	Number of students (1.1) : Number of Computers **Upload the specific document as per description given below** (No template) • **Stock register/extracts highlighting the computers issued to respective departments for student's usage.** • **Purchased Bills/Copies highlighting the** **Apart from the above:** • **Provide Links for any other relevant document to support the claim (if any)** <table><tr><td colspan="5">**4.3.2 - Bench Mark**</td></tr><tr><td>**0**</td><td>**1**</td><td>**2**</td><td>**3**</td><td>**4**</td></tr><tr><td>**>=60**</td><td>**50-60**</td><td>**40-50**</td><td>**30-40**</td><td>**<30**</td></tr></table>	

4.3.3.
 	
Q$_n$M
	Bandwidth of internet connection in the Institution
	
	Options:
	    A. $\geq$ 50 MBPS
	    B. 30 - 50 MBPS
	    C. 10 - 30 MBPS
	    D. 10 - 5 MBPS
	    E. < 5 MBPS
	Upload the specific document as per description given below
	(No template)
	• **Bills for any one month/one quarter maximum three months old of the latest completed academic year indicating internet connection plan, speed and bandwidth on the HEI's name.**
	• **E-copy of document of agreement with the service provider.**
	Note: Bills on the trust name will not be considered
	
	<table><tr><td colspan="5">**4.3.3 - Bench Mark**</td></tr><tr><td>**0**</td><td>**1**</td><td>**2**</td><td>**3**</td><td>**4**</td></tr><tr><td>**E**</td><td>**D**</td><td>**C**</td><td>**B**</td><td>**A**</td></tr></table>
		15

Key Indicator – 4.4 Maintenance of Campus Infrastructure (25)

Metric No.		Weightage
4.4.1	*Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)*	**15**

Q$_n$M	4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)	

Year					
INR in Lakhs					

Formula:
$$\frac{\text{Total Expenditure on maintenance of physical and academic support facilities excluding salary component}}{(3.1)\text{Total expenditure excluding salary component}} \times 100$$

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template merged with 4.1.4)
• Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)
Apart from the above:
Provide Links for any other relevant document to support the claim (if any)

4.4.1- Bench Mark				
0	1	2	3	4
<2	2-6	6-8	8-10	>=10

4.4.2.
 	
Q$_l$M
	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.
	
	Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the website within a maximum of 1000 words
	
	 File Description:
	   • Upload any additional information
	   • Paste link for additional information
		10

Criterion 5- Student Support and Progression (130)
Key Indicator- 5.1 Student Support (40)

Metric No.		Weightage

5.1.1
 	
Q$_n$M
	Percentage of students benefited by scholarship/freeship by the institution, Government and non-government bodies, industries, individuals, philanthropists during last five years
	
	5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during 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>
	
	Formula:
	
	$$\frac{\text{Total Number of students benefited by scholarships and freeships}}{(1.1)\ \text{Total Number of students}} \times 100$$
	
	Upload the specific document as per description given below
	• Institutional data in the prescribed format (data template)
	    • **Upload Sanction letter of scholarship and free ships (in English).**
	    • **Upload policy document of the HEI for award of scholarship and freeships.**
	    • **Year-wise list of beneficiary students in each scheme duly signed by the competent authority.**
	    • **Provide the relevant information in institutional website as part of public disclosure**
	Apart from the above:
	Provide Links for any other relevant document to support the claim (if any)
	
	<table><tr><td colspan="5">**5.1.1- Bench Mark**</td></tr><tr><td>**0**</td><td>**1**</td><td>**2**</td><td>**3**</td><td>**4**</td></tr><tr><td>**<10**</td><td>**10-20**</td><td>**20-35**</td><td>**35-50**</td><td>**>=50**</td></tr></table>
		15

5.1.2.
 	
Q$_n$M
	Capacity building and skills enhancement initiatives taken by the institution include the following
	    1. Soft skills
	    2. Language, communication and advocacy skills
	    3. Life skills (Yoga, physical fitness, health and hygiene)
	    4. Awareness about use of technology in legal process
	
	Options:
	    A. All of the above
	    B. 3 of the above
	    C. 2 of the above
	    D. 1 of the above
		10

E.   None of the above

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
- **Report with photographs on soft skills enhancement programs**
- **Report with photographs on Language; communication and advocacy skills enhancement programs**
- **Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs**
- **Report with photographs on programs related to ICT/technology skills in legal process**
- **Provide the relevant information in institutional website as part of public disclosure**

Apart from the above:
- **Provide Links for any other relevant document to support the claim (if any)**

5.1.2-	Bench Mark			
0	1	2	3	4
E	D	C	B	A

5.1.3.

QnM

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

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

Year					
Number					

Formula:

Total Number of students benefited by career counseling and guidance for competitive examinations

$$\frac{\text{Total Number of students benefited by career counseling and guidance for competitive examinations}}{(1.1)\ \text{Total Number of students}} \times 100$$

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
- **Copy of circular/brochure/report of such programs details with photographs having caption of the resource persons and program details in it.**
- **Year-wise list of students attending each of these schemes signed by Competent authority**

10

Note: "Students benefited" refers to students enrolled / attending the said programs. DVV can seek the documents regarding the attendance and certificates for the selected list of students enrolled.

5.1.3- Bench Mark				
0	1	2	3	4
<5	5-15	15-25	25-35	>=35

5.1.4. QnM	*The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases*	5

The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases
1. *Implementation of guidelines of statutory/regulatory bodies*
2. *Organisation wide awareness and undertakings on policies with zero tolerance*
3. *Mechanisms for submission of online/offline students' grievances*
4. *Timely redressal of the grievances through appropriate committees*

Options:

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

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
- **Details of statutory/regulatory Committees (to be notified in institutional website also)**
- **Proof for Implementation of guidelines of statutory/regulatory bodies**
- **Report of Organisation wide awareness and undertakings on policies with zero tolerance**
- **Proof related to Mechanisms for submission of online/offline students' grievances**
- **Annual report of the committee monitoring the activities and number of grievances**
- **Provide the relevant information in institutional website as part of public disclosure**

Apart from the above:
- **Provide Links for any other relevant document to support the claim (if any)**

5.1.4- Bench Mark				
0	1	2	3	4
E	D	C	B	A

Key Indicator- 5.2 Student Progression (35)

Metric No.		Weightage
5.2.1 Q_nM	*Percentage of placement of outgoing students during the last five years* 5.2.1.1: Number of outgoing students placed year wise during the last five years 	Year					
Number					| Formula: $$\frac{\text{Total Number of outgoing students placed}}{(1.2)\text{ Total Number of outgoing/ final year students}}$$ **Upload the specific document as per description given below** • Institutional data in the prescribed format (data template) • **Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)** **Apart from the above:** **Provide Links for any other relevant document to support the claim (if any)** | 5.2.1- Bench Mark				
0	1	2	3	4
<5	5-10	10-15	15-20	>=20		5
5.2.2 Q_nM	*Percentage of Students enrolled with State Bar council* 5.2.2.1: Number of Students enrolled with State Bar council (data for last completed academic year) ☐ $$\text{Formula} = \frac{\text{Number of outgoing students registered with State Bar council}}{(1.2)\text{Number of outgoing students in the latest completed academic year}} \times 100$$ **Upload the specific document as per description given below** • Institutional data in the prescribed format (data template) • **Number and List of students enrolled with Bar Council and details such as name, Date of enrollment to Bar Council, etc and links to enrollment certificate (the above list should be available in institutional website)**	15

	Apart from the above: **Provide Links for any other relevant document to support the claim (if any)**

5.2.2- Bench Mark				
0	1	2	3	4
<40	40-50	50-60	60-70	>=70

5.2.3

QₙM

Percentage of students progressing to higher education during the last five years

5.2.3.1. Number of outgoing student progression to higher education year wise during last five years

Year					
Number					

Formula:

Total Graduated students who have progressed to higher education

$$\frac{\text{Total Graduated students who have progressed to higher education}}{(1.2) \text{ Total Number of outgoing students}} \times 100$$

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)

- **List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.**

  (the above list should be available in institutional website)

Apart from the above:
    Provide Links for any other relevant document to support the claim (if any)

5.2.3- Bench Mark				
0	1	2	3	4
<1	1-5	5-10	10-15	>=15

5

5.2.4

QₙM

Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations)

5.2.4.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

10

Year					
Number					

Formula:

$$\frac{\text{Total Number of students qualifying in state,national,international level exams}}{(1.2)\text{ Total Number of outgoing final year students}} \times 100$$

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
  - **List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination**
  - **Provide the relevant information in institutional website as part of public disclosure**
Apart from the above:
   Provide Links for any other relevant document to support the claim (if any)

5.2.4-	Bench Mark			
0	**1**	**2**	**3**	**4**
<1	1-4	4-7	4-10	>=10

Key Indicator- 5.3 Student Participation and Activities (45)

Metric No.		Weightage
5.3.1 **Q$_n$M**	*Number of awards/medals won by students for outstanding performance in sports/literary/cultural activities/Moot court/arbitration competition/ Client counseling competition/Trail advocacy/Mediation and negotiation competition/ Judgment writing competitions/Legislative drafting Competition* 5.3.1.1: Number of awards/medals for outstanding performance in sports/ *literary/*cultural activities/Moot court/arbitration competition/Trial advocacy Client counseling competition/Mediation and negotiation competition/ Judgment writing competitions/ Legislative drafting Competition at university/state/ national / international level (award for a team event should be counted as one) year wise during the last five years. {table} **Upload the specific document as per description given below** • Institutional data in the prescribed format (data template) - **list and links to e-copies of award letters and certificates**	**20**

Table inside 5.3.1:

Year					
Number					

- **Provide the relevant information in institutional website as part of public disclosure**

Apart from the above:

- **Provide Links for any other relevant document to support the claim (if any)**

5.3.1 - Bench Mark				
0	1	2	3	4
<2	2-8	8-14	14-20	>=20

5.3.2 Q_lM	*Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)* Describe the students' representation and engagement in various administrative, co-curricular and extracurricular activities within a maximum of 500 words **File Description** • Paste link for additional information • Upload any additional information	**05**
5.3.3. Q_nM	*Average number of sports and cultural events/competitions youth parliaments organised by the institution in which students of the Institution participated during last five years* 5.3.3.1. Number of sports and cultural events/competitions *youth parliaments* organised by the institution in which students of the Institution participated year wise during last five years	**20**

Year					
Number					

Formula:

$$\frac{\text{Number of sports and cultural events or competitions organised by the institution during the last 5 years}}{5}$$

Upload the specific document as per description given below

• Institutional data in the prescribed format (data template)

- **Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.**
- **Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.**
- **Report of the Youth Parliament/Mock United Nations (MUN) along with photographs appropriately dated and captioned year- wise.**
- **Report of the Any other events through active clubs and forums**

<table>
<tr><td></td><td>along with photographs appropriately dated and captioned year-wise.

Copy of circular/brochure indicating such kind of activities.
List of students participated in different events year wise signed by the head of the Institution.
Provide the relevant information in institutional website as part of public disclosure

Apart from the above:

Provide Links for any other relevant document to support the claim (if any)

5.3.3 - Bench Mark				
0	1	2	3	4
<1	1-5	5-10	10-15	>=15
</td><td></td></tr>
</table>

Key Indicator- 5.4 Alumni Engagement (10)

Metric No.		Weight age
5.4.1 Q_lM	*There is a registered Alumni Association that contributes significantly to the development of the institution through financial, teaching, mentoring and/or other support services.* Describe contribution of alumni association to the institution within a maximum of 500 words **File Description:** • Paste link for additional information • Upload any additional information	5

5.4.2
 	
Q_nM
	Alumni contribution during the last five years (INR in Lakhs)
	
	Options:
	A. ≥ 5 Lakhs
	B. 4 Lakhs - 5 Lakhs
	C. 3 Lakhs - 4 Lakhs
	D. 1 Lakhs - 3 Lakhs
	E. <1 Lakhs
	
	Upload the specific document as per description given below
	• (No template)
	    • Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.
	    • List of alumnus/alumni with the amount contributed year-wise
	Apart from the above:
	    • Provide Links for any other relevant document to support the claim (if any)
		5

Note: The Alumni contribution amount should reflect in the audited income expenditure statement of the institution or registered Alumni association

5.4.2 - Bench Mark				
0	1	2	3	4
E	D	C	B	A

Criterion 6- Governance, Leadership and Management (100)

Key Indicator- 6.1 Institutional Vision and Leadership (10)

Metric No.		Weight age
6.1.1 **Q₁M**	*The governance of the institution is reflective of and in tune with the vision and mission of the institution* Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers in the decision making bodies of the institution within a maximum of 500 words **File Description** • Paste link for additional information • Upload any additional information	**5**
6.1.2 **Q₁M**	*The effective leadership is visible in various institutional practices such as decentralization and participative management.* Describe a case study showing decentralization and participative management in the institution in practice within a maximum of 500 words **File Description** • Paste link for additional information • Upload any additional information	**5**

Key Indicator- 6.2 Strategy Development and Deployment (10)

Metric No.		Weight age
6.2.1 **Q₁M**	*The institutional Strategic/ perspective plan is effectively deployed* Describe one activity successfully implemented based on the strategic plan within a maximum of 500 words **File Description** • Strategic Plan and deployment documents on the website • Paste link for additional information	**2**

	• Upload any additional information	
6.2.2 **Q₁M**	*The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.* Describe the Organogram of the Institution within a maximum 500 words **File Description** • Paste link for additional information • Link to Organogram of the Institution webpage • Upload any additional information	**4**

6.2.3.
 	
QₙM
	Implementation of e-governance in areas of operation
	
	1. Administration
	2. Finance and Accounts
	3. Student Admission and Support
	4. Examination
	Options:
	A. All of the above
	B. Any 3 of the above
	C. Any 2 of the above
	D. Any 1 of the above
	E. None of the above
	
	Upload the specific document as per description given below
	• Institutional data in the prescribed format (data template)
	    • **Institutional expenditure statements for the budget heads of e-governance implementation ERP Document**
	    • **Screen shots of user interfaces of each module reflecting the name of the HEI.**
	    • **Annual e-governance report approved by the Governing Council/ Board of Management/ Institutional Policy document on e-governance**
	    • **Provide the relevant information in institutional website as part of public disclosure**
	Apart from the above:
	    • **Provide Links for any other relevant document to support the claim (if any)**
		4

6.2.3 - Bench Mark				
0	1	2	3	4
E	D	C	B	A

Key Indicator- 6.3 Faculty Empowerment Strategies (30)

Metric No.		Weightage
6.3.1 **Q$_l$M**	*The institution has effective welfare measures for teaching and non-teaching staff* Provide the list of existing welfare measures for teaching and non-teaching staff within a maximum of 500 words **File Description** • Paste link for additional information • Upload any additional information	**05**
6.3.2 **Q$_n$M**	*Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies publication and other academic incentives during the last five years* 6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years	**10**

6.3.2.1. table:

Year					
Number					

Formula:

$$\frac{\text{Total Number of teachers provided with financial support to attend conferences, workshops and towards membership fee of professional bodies}}{(2.1)\text{Total Number of full time teachers}} \times 100$$

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)

- **Policy document on providing financial support to teachers**
- **E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.**
- **Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.**

Apart from the above:
Provide Links for any other relevant document to support the claim (if any)
Note: Financial support of Minimum of Rs. 5000/- per year per faculty will be considered. Multiple count of same teacher in a year to be avoided.

6.3.2 - Bench Mark				
0	1	2	3	4
<1	1-10	10-20	20-30	>=30

6.3.3	*Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years*	5

Q$_n$M

6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year wise during the last five years

Year					
Number					

Formula:

$$\frac{\text{Total Number of Programs organised as per 6.3.3}}{5}$$

Upload the specific document as per description given below
- **Institutional data in the prescribed format (data template)**
- **List of professional development / administrative training programs organized by the institution**
- **Brochures and Reports year-wise**
- **List of participants in each programme**
- **Photographs with date and caption.**
- **Annual reports of the programme conducted at institution level**

Note: Seminars /invited talks cannot be included in this metric.

6.3.3 - Bench Mark				
0	1	2	3	4
<1	1-2	2-3	3-5	>=5

6.3.4	*Percentage of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the last five years*	5

Q$_n$M

(Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

Year					
Number					

Formula: $\dfrac{\text{Total Number of teaching staff attending such Programmes}}{\text{(2.1) Total Number of full time teachers}} \times 100$

| | Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
Refresher course/Faculty Orientation or other programmes as per UGC stipulated time periods, as participated by teachers year-wise.
E-copy of the certificates of the program attended by teachers.
Annual reports highlighting the programmes undertaken by the teachers
Provide the relevant information in institutional website as part of public disclosure
Apart from the above:
Provide Links for any other relevant document to support the claim (if any)
Note: FDP less than 5 days will not be considered
<table><tr><td colspan="5">**6.3.4-   Bench Mark**</td></tr><tr><td>**0**</td><td>**1**</td><td>**2**</td><td>**3**</td><td>**4**</td></tr><tr><td>**<5**</td><td>**5-10**</td><td>**10-15**</td><td>**15-20**</td><td>**>=20**</td></tr></table> | |
| **6.3.5**

Q$_l$M | *Institutions Performance Appraisal System for teaching and non-teaching staff*

Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 500 words

File Description Paste link for additional information Upload any additional information | **5** |

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

Metric No.		Weightage
6.4.1 **Q$_l$M**	*Institution conducts internal and external financial audits regularly* Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words **File Description** - Paste link for additional information - Upload any additional information	**6**
6.4.2 **Q$_n$M**	*Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)* 6.4.2.1: Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs) <table><tr><td>**Year**</td><td></td><td></td><td></td><td></td><td></td></tr></table>	**8**

INR in Lakhs						

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
  - **Annual audited statements of accounts highlighting the grants received.**
  - **Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure**

Apart from the above:
  - **Provide Links for any other relevant document to support the claim (if any)**

6.4.2 - Bench Mark				
0	**1**	**2**	**3**	**4**
<0.5	0.5-1.0	1.0-1.5	1.5-2.0	>=2.0

Metric No.		Weightage
6.4.3 **Q₁M**	*Institutional strategies for mobilisation of funds and the optimal utilisation of resources* Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words **File Description** • Paste link for additional information • Upload any additional information	**6**

Key Indicator- 6.5 Internal Quality Assurance System (30)

Metric No.		Weightage
6.5.1 **Q₁M**	*Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes* Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words **File Description** • Paste link for additional information • Upload any additional information	**10**
6.5.2 **Q₁M**	*The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities*	**10**

	(For first cycle - Incremental improvements made for the preceding five years with regard to quality *For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)* Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each **File Description** • Paste link for additional information • Upload any additional information		

6.5.3
 	
 Q$_n$M
	Quality assurance initiatives of the institution include:
	
	 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
	 2. *Collaborative quality intitiatives with other institution(s)*
	 3. **Participation in NIRF**
	 4. *Academic and Administrative Audit*
	 5. *Disability/gender/diversity audit and course of action*
	 6. **Any other quality audit recognized by state, national or international agencies (like ISO Certification)**
	
	 Options:
	 A. All of the above
	 B. Any 3 of the above
	 C. Any 2 of the above
	 D. Any 1 of the above
	 E. None of the above
	
	 Upload the specific document as per description given below
	 • Institutional data in the prescribed format (data template)
	    • **Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / ISO as applicable and valid for the assessment period.**
	    • **List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.**
	    • **List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents.**
	    • **Minutes of Meeting of Internal Quality Assurance Cell (IQAC) and activities conducted by IQAC**
	    • **Reports of Academic and Administrative Audit**
	    • **Report of Disability/gender/diversity audit and course of action taken by the institution**
		10	

	• **Certificates or report of *other quality audit recognized by state, national or international agencies (like ISO Certification)*** **Apart from the above:** • **Provide Links for any other relevant document to support the claim (if any)**

6.5.3 - Bench Mark				
0	1	2	3	4
E	D	C	B	A

Criterion VII–Institutional Values and Best Practices (100)

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

Metric No.		Weightage
	Gender Equity	
7.1.1 **Q_lM**	*Institution has initiated Gender audit and measure for the promotion of gender equity* Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words **File Description** • Provide the link for additional information Upload any additional information	**5**
	Environmental Consciousness and Sustainability	
7.1.2 **Q_nM**	*The Institution has facilities for alternate sources of energy and energy conservation measures* 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment 6. Wind mill or any other clean green energy **Options:** A. Any 4 or more of the above B. Any3 of the above C. Any2 of the above D. Any1of the above E. None of the above **(Opt any one)** __Upload the specific document as per description given below__ • Institutional data in the prescribed format (data template) • **Geo-tagged photographs of the facilities.**	**5**

	• **Bills for the purchase of equipment's for the facilities created under this metric.** • **Permission document for connecting to the grid from the Government/ Electricity authority.** **Apart from the above:** **Provide Links for any other relevant document to support the claim (if any)** **7.1.2 - Bench Mark** <table><tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>E</td><td>D</td><td>C</td><td>B</td><td>A</td></tr></table>	
7.1.3 **Q$_l$M**	*Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)* • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management **Provide web link to** • Relevant documents like agreements/MoUs with Government and other approved agencies • Geo-tagged photographs of the facilities • Any other relevant information	**5**
7.1.4 **Q$_n$M**	*Water conservation facilities available in the Institution:* 1. Rainwater harvesting ☐ 2. Borewell /Open well recharge ☐ 3. Construction of tanks and bunds ☐ 4. Wastewater recycling ☐ 5. Maintenance of water bodies and distribution system in the campus ☐ **Options:** A. Any 4 or all of the above B. Any3 of the above C. Any2 of the above D. Any1of the above E. None of the above **(Opt any one)** **Upload the specific document as per description given below** • Institutional data in the prescribed format (data template) • **Geo-tagged photographs of the facilities.** • **Bills for the purchase of equipment's for the facilities created under this metric.** • **Green audit reports on water conservation by recognised bodies** **Apart from the above:**	**5**

Provide Links for any other relevant document to support the claim (if any)

7.1.4 - Bench Mark				
0	1	2	3	4
E	D	C	B	A

| 7.1.5 QlM | *Green campus initiatives include*

Describer the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)

• **Policy document on the green campus/plastic free campus.**
• **Geo-tagged photographs/videos of the facilities.**
• **Circulars and report of activities for the implementation of the initiatives document**
Apart from the above:
Provide Links for any other relevant document to support the claim (if any) | 5 |
| 7.1.6 QnM | *Quality audits on environment and energy are regularly undertaken by the institution*
7.1.6.1.The institutional environment and energy initiatives are confirmed through the following
1.Green audit /Environment audit
2. Energy audit
3.Clean and green campus initiatives
4. Beyond the campus environmental promotion and sustainability activities ☐

Options:
A. All of the above
B. Any3 of the above
C. Any2 of the above
D. Any1of the above
E. None of the above   **(Opt any one)**

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
• **Policy document on environment and energy usage Certificate from the auditing agency.**
• **Certificates of the awards received from recognized agency (if any).**
• **Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date.** | 5 |

• **Green audit report of all the years from recognized bodies**

Apart from the above:

Provide Links for any other relevant document to support the claim (if any)

7.1.6 - Bench Mark				
0	1	2	3	4
E	D	C	B	A

7.1.7 **Q$_l$M**	*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment* *Write description covering the various components of barrier free environment in your institution within 500 words* • Built environment with ramps/lifts for easy access to classrooms. • Divyangjan friendly washrooms • Signage including tactile path, lights, display boards and signposts • Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment • Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc., *Upload supporting document*	**5**
7.1.8 **Q$_l$M**	*The Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and such other diversities (Institution to describe the activities within 500 words).* *Provide Web link to:* • Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) • Any other relevant information.	**5**
7.1.9 **Q$_l$M**	*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens* Institution to describe the various activities for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words. *Provide weblink to :* • Details of activities that inculcate values necessary to nurture students to become responsible citizens • Any other relevant information	**5**

7.1.10 QₙM	*The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.*	5

(7.1.10 QnM)

1. The institutional Code of Conduct principles are displayed on the website
2. There is a committee to monitor adherence to the institutional Code of Conduct principles
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Options:
A. All of the above
B. Any3 of the above
C. Any2 of the above
D. Any1of the above
E. None of the above **(Opt any one)**

Upload the specific document as per description given below
• Institutional data in the prescribed format (data template)
  • **Policy document on code of ethics.**
  • **Constitution and proceedings of the monitoring committee.**
  • **Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.**
  • **Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.**
  • **Handbooks, manuals and brochures on human values and professional ethics**
  • **Report on the student attributes facilitated by the Institution**
Apart from the above:
  • **Provide Links for any other relevant document to support the claim (if any)**

7.1.10		Bench Mark		
0	**1**	**2**	**3**	**4**
E	**D**	**C**	**B**	**A**

Key Indicator - 7.2 Best Practices (30)

Metric No.		Weightage
7.2.1 QₗM	**Two Best practices successfully implemented by the Institution** **(Institution to describe as per the NAAC format provided in the Manual in 1000 words).**	**30**

	Provide web link to: • Best practices as hosted on the Institutional website • Any other relevant information	

Note:
Format for the Presentation of Institutional Best Practices

1. **Title of the Practice**
   The title/s should capture the keywordsthat describe the practice.

2. **Objectives of the Practice**
   What are the objectives/intended outcomes of this "best practice" and what are the underlying principles or conceptsof this practice? (in about100words)

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

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

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

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

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

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

Key Indicator - 7.3 Institutional Distinctiveness (20)

Metric No.		Weightage

7.3.1 Q₁M	*Performance of the Institution in one area distinctive to its priority and thrust within* *(institution to describe in 1000 words)* **Provide web link to:** • Appropriate webpage in the Institutional website • Any other relevant information	**20**

Section C: Appendices

1. *Appendix 1: Glossary & Notes*
2. *Appendix 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 Flexibility	:	Choice offered to the students in the curriculum offering and the curriculum transactions.
Accreditation	:	Certification of quality that is valid for a fixed period, which in the case of NAAC is five years
Advanced Learners	:	Students who perform very much better than the class averages
Assessment	:	Performance evaluation of an institution or its units based on certain established criteria
Assessors	:	Trained academics or experts who represent NAAC on peer teams.
Attainment of Course Outcomes (COs)	:	COs are to be attained by all students at the end of a formal course. While the method of computation of attainment of COs is not unique, each institution has to follow a well-defined direct method of computing CO attainment based on the student performance in all assessment instruments, and indirect method of computing COs through course exit survey of students
Benchmarks	:	An example of good performance that serves as a standard for comparison of one's own performance. It is a technique in which an institution measures its performance against that of the best of others.
Bibliometrics	:	is a statistical analysis of written publications, such as books or articles
Blended Learning	:	A mixing of different learning environments such as traditional face-to-face classroom methods with modern computer-mediated activities.
Bridge Course	:	A teaching module which helps to close the gap between two levels of competence.
Carbon Neutral	:	A term used to describe fuels that neither contribute to nor reduce the amount of carbon (measured in the release of carbon dioxide) into the atmosphere.
Catering to Student Diversity	:	The strategies adopted by institution to fulfill the needs of a heterogeneous group of students.
CEC (Under Graduate)	:	Career Education Centre
Choice Based Credit System (CBCS)	:	A mode of learning in higher education which facilitates a student to have some freedom in selecting his/her own choices, across various disciplines for completing a UG / PG program. All UG and PG programs, as per UGC, have to implement CBCS
Citation Index	:	The number of times a research papers is referred to by other researchers in refereed journals, and is a measure of validity of its contents.
Co-Curricular Activities	:	Activities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etc
Collaboration	:	Formal agreement/ understanding between any two or more institutions for training, research, student/ faculty exchange or extension support.

Completion Rates(course/)	:	The ratio of the total number of learners successfully completing a course/ graduating from a programme in a given year to the total number of learners who initially enrolled on the course/programme.
Constituencies	:	All the academic, administrative and support units of the institution.
Counseling	:	Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.
Course	:	A course is a unit of 2 to 6 credits in a formal program. A 3-credit course will have three classroom sessions of one-hour duration during each week for the entire semester. Example: Program: BA Economics; Course: Kerala Economy; Credits: 3:0:1
Course Outcomes (COs)	:	COs are statements that describe what students should be able to do at the end of a course. They can be 6±2 for courses with 2 to 4 credits, and 8±2 for courses with 5 to 6 credits. (examples are given in the "Notes")
Course Outlines	:	List of the course modules, similar to a table of contents in a book or the outline used for writing papers. The outline defines the scope and content of the course.
Course Schedule	:	Details of classes being offered, its time, location, faculty, and its unique number which students must know in order to register. The course schedule is published prior to the commencement of registration for each semester / session.
Credit	:	A credit system is a systematic way of describing an educational programme by attaching credits to its components. University Grants Commission defines one credit as 1 Theory period of one hour per week over a semester 1 Tutorial period of one hour per week over a semester 1 Practical period of two hour per week over a semester
Criteria	:	Pre-determined standards of functioning of an institution of higher education that form the basis of assessment and accreditation as identified / defined by NAAC.
Cross Cutting Issues	:	Cross cutting issues refer to the abilities of students to have sufficient disciplinary knowledge, to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn outside school; and have the skills to enter careers of their choice.
Curriculum Design and Development	:	Process of defining the contents of units of study and usually obtained through needs assessment, feedback from stakeholders and expert groups. Curriculum design and curriculum development are procedures which are closely linked to the description of learning outcomes.
Cycles of Accreditation	:	An institution undergoing the accreditation process by NAAC for the first time is said to be in Cycle 1 and the consecutive five year periods as Cycle 2, 3 and so on.
Dare Database - International Social Sciences Directory	:	Provides access to world wide information on social science, peace, and human rights research and training institutes, social science specialists, and social science periodicals.
Demand Ratio	:	The ratio of the number of seats available in a program/institute to the number of valid applications
Dual degree	:	Pursuing two different university degrees in parallel, either at the same institution or at different institutions (sometimes in different countries), completing them in less time than it would take to earn them separately.

EBSCO host	:	Is an online reference resource with designed to cater to user needs and preferences at every level of research, with over 350 full text and secondary databases available.
Eco system for Innovations	:	Eco system for innovation comprises of material resources (funds, equipment, facilities, etc.) and the human resources (students, faculty, staff, industry representatives, etc.) and linkages among them that make up the institutional entities to promote the development of products and systems that are likely to have significant economic value.
E-learning Resources	:	Learning resources available on Internet
e-PG Pathshala	:	High quality, curriculum-based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistics and languages developed under the initiative of MHRD, under its National Mission on Education through ICT (NMEICT) Mission. http://epgp.inflibnet.ac.in/
e-Shodhganga	:	Shodhganga@INFLIBNET provides a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access.
e-ShodhSindhu	:	e-Shodh Sindhu (https://www.inflibnet.ac.in/ess) provides current as well as archival access to more than 15,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and aggregators to its member institutions including centrally-funded technical institutions.
Elective Courses	:	A choice available to students to select from among a large number of subjects.
Emerging Areas	:	New areas of study and research deemed important to pursue. These areas may have been identified by national agencies or international bodies.
Enrichment Courses	:	Value added courses offered by institution for student empowerment. They enhance the curriculum by amplifying, supplementing and replacing such parts or features as have become ineffective or obsolete.
Evaluation Process and Reforms	:	Assessment of learning, teaching and evaluation process and reforms to increase the efficiency and effectiveness of the system.
Examination Management System	:	Examination management system is a well-defined document or a software application for the planning, administration, documentation, tracking, evaluation of students responses, and announcement of grades/marks obtained by students in all formal learning activities in an educational program
Experiential Learning	:	Is a process of learning through experience and is more specifically defined as "learning through reflection on doing".
Extension Activities	:	The aspect of education, which emphasizes neighbourhood services. These are often integrated with curricula as extended opportunities intended to help, serve reflect and learn. The curriculum- extension interface has educational values, especially in rural India.
Faculty Development Program	:	Programs aimed at updating the knowledge and pedagogical skills of faculty.
Feedback	:	Formative and evaluative comments given by tutors on the performance of individual learners.

Evaluative comments made by stakeholders to the institution on the quality and effectiveness of a defined process.

Response from students, academic peers and employers for review and design of curriculum.

Field Project : Formal projects students need to undertake that involve conducting surveys outside the college/university premises and collection of data from designated communities or natural places

Financial Management : Budgeting and optimum utilization of financial resources.

Flexibility : A mechanism through which students have wider choices of Programmes to choose from, as well as, multiple entry and exit points for Programmes /courses.

Functional MoUs : Memoranda of Understanding that are currently operational, signed by the Institute with national and international agencies

Full Time Teachers : A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.

Gender Audit : A tool and a process based on a methodology to promote organizational learning at the individual, work unit and organizational levels on how to practically and effectively mainstream gender.

Graduate Attributes : The disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future.

Green Audit : The process of assessing the environmental impact of an organization, process, project, product, etc

Grievance Redressal : Mechanisms for receiving, processing and addressing dissatisfaction expressed, complaints and other formal requests made by learners, staff and other stakeholders on the institutional provisions promised and perceived.

H-index (Hirsch Index) : An index that attempts to measure both the productivity and impact of the published work of a scientist or scholar. The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications.

Human Resource Management : The process of assessing the human power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback.

Humanities International Complete : A comprehensive database covering journals, books and reference sources in the humanities. This database provides citation information for articles, essays and reviews, as well as original creative works including poems and fiction. Photographs, painting and illustrations are also referenced

ICT : Information and Communication Technology Consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services.

Impact factor (IF) : A measure of the citations to science and social sciences journals. The impact factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication.

Inclusion, Inclusiveness	:	Inclusiveness in educational institutions refers to the educational experiences practiced with reference to gender, ethnicity, social class and differently abled.
INFLIBNET Database	:	Information and Library Network Centre maintains a database on books, theses and serials
Infrastructure	:	Physical facilities like building, play fields, hostels etc. which help run an institutional Programme.
Institutional Information for Quality Assessment (IIQA)	:	IIQA is a requirement, which needs to be submitted online by all categories of HEIs
Institutional Distinctiveness	:	Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location
Institutional Social Responsibility (ISR)	:	Focuses on the institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behaviour and the need to practice good citizenship.
Interdisciplinary research	:	An integrative approach in which information from more than one discipline is used in interpreting the content of a subject, phenomenon, theory or principle.
Internal Quality Assurance Cell (IQAC)	:	Forming Internal Quality Assurance Cell (IQAC) is to be established in every accredited institution as a post-accreditation quality sustenance measure. http://www.naac.gov.in/IQAC.asp
Internal Quality Assurance System (IQAS)	:	Self regulated responsibilities of the higher education institutions aimed at continuous improvement of quality for achieving academic and administrative excellence.
Internship	:	A designated activity that carries some credits involving more than 25 days of working in an organization under the guidance of an identified mentor
ISO Certification	:	ISO 9001 certification enhances customer satisfaction by meeting customer requirements. The institution is able to provide right services. ISO certification enhances functional efficiency of an organization.
Leadership	:	Term used for setting direction and create a student- focused, learning oriented climate, clear and visible values and high expectation by ensuring the creation of strategies, system and methods for achieving excellence, stimulating innovation and building knowledge and capabilities
Learning Management Systems	:	A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training Programmes. They help the instructor deliver material to the students, administer tests and other assignments, track student progress, and manage record-keeping. MOODLE is an example of open source LMS
Learning Outcomes	:	Specific intentions of a Programme or module, written in clear terms. They describe what a student should know, understand, or be able to do at the end of that Programme or module
Library as a Learning Resource	:	The library holdings in terms of titles of books, journals and other learning materials and technology aided learning mechanism, which enable the students to acquire information, knowledge and skills required for their study.

Levels of Outcomes	:	➢ **Programme Outcomes**: POs are statements that describe what the students graduating from any of the educational Programmes should be able to do.
		➢ **Programme Specific Outcomes**: PSOs are statements that describe what the graduates of a specific educational Programme should be able to do.
		➢ **Course Outcomes:** COs are statements that describe what students should be able to do at the end of a course
New Technologies	:	Digital tools and resources (hardware and software) and their application in the field of education.
NIRF	:	National Institutional Ranking Framework (NIRF), approved by the MHRD, outlines a methodology to rank institutions across the country. The parameters and sub-parameters associated with this mechanism are evolving from year to year. **https://www.nirfindia.org/Docs/Ranking_Methodology_And_Metrics_2017.pdf**
N-LIST	:	N-LIST stands for "National Library and Information services Infrastructure for Scholarly Content". http://nlist.inflibnet.ac.in/faq.php
OBE: Outcome Based Education	:	OBE is an educational theory that bases each part of an educational system around goals (outcomes). Each student should have achieved the goal by the end of the educational experience
Open Educational Resources	:	Educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute.
Optimum Utilization of Infrastructure	:	The infrastructure facilities are made available to the student for their maximum utilization. e.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary Programmes.
Organogram	:	Organogram is the word, a diagram that shows the structure of an organization and the relationships between the relative ranks of its part and position/ job. It is also known as Organisational Structure.
Outcome	:	An outcome of an educational Programme is what the student should be able to do at the end of a Programme/ course/ instructional unit.
Outreach Activities	:	Is the practice of conducting local public awareness activities through targeted community interaction
Participative Learning	:	Participatory Learning and Action is a family of approaches, methods, attitudes, behaviours and relationships, which enable and empower people to share, analyze and enhance their knowledge of their life and conditions, and to plan, act, monitor, evaluate and reflect.
Participative Management	:	Refers to an open form of management where employees are actively involved in the institution's decision making process.
Perspective Development	:	Is a blue print regarding the objectives and targets of long term growth
Physical Facilities	:	Infrastructure facilities of the institution to run the educational Programmes efficiently and the growth of the infrastructure to keep pace with the academic growth of the institution.
Policy for Promotion of Research	:	Processes defined by the institution to facilitate the teachers to write research proposals, seek funding, conduct research, publish, and evaluate and reward the

		research done.
Pre-qualifiers	:	For the Assessment and Accreditation (A&A) in revised framework the NAAC has proposed a pre-qualifier test. It is a condition for peer team visit and will be based on Institutional system generated score (SGS) in all Q_nM after undergoing DVV process. As a Pre-qualifier, the institution should score at least 30% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees.
Problem Based Learning (PBL)	:	Is a student-centred pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication.
Programme	:	A range of learning experiences offered to students in a formal manner over a period of one-to-four years leading to certificates/ diplomas/ degrees. Examples: BA (Economics) BSc (Physics). All possible formal degree Programmes are identified by UGC
Programme Options	:	A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates.
Programme Outcomes	:	Programme Outcomes (POs) are what knowledge, skills and attitudes a graduate should have at the time of graduation. While no agency has formally defined the POs of General Higher Education 3-year degree Programmes in India, POs of all professional Programmes in engineering and other areas are identified at national level by the concerned accrediting agency. POs are not specific to a discipline.
Promotion of Research and Research Support System	:	The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties.
Remedial Courses	:	Courses offered to academically disadvantaged students in order to help them cope with academic requirements.
Research	:	Systematic intellectual investigations aimed at discovering, interpreting and revising human knowledge.
Research Grant	:	Grant generated/ received from different agencies by the institution for conducting research projects.
Research Output	:	Quality research outcome beneficial for the discipline, society, industry and dissemination of knowledge including theoretical and practical findings.
Resource Mobilization	:	Generation of funds through internal and external sources such as donations, consultancy, self-financing courses and so on.
SCOPUS	:	The world's largest abstract and citation database of peer-reviewed literature and quality web sources.
Seed money for Research	:	Funds provided to a teacher or a group of teachers by the institution to get the research initiated to facilitate the preparation of formal research proposal for funding.
Situatedness	:	Situatedness refers to involvement within a context. It also refers to placement of learning experiences in authentic contexts or settings
SJR (SCImago Journal Rank)	:	This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a

		citation network (Journals in SCOPUS database).
Slow Learners	:	Students who perform very much below the class averages
SNIP (Source Normalized Impact per Person)	:	Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field?
Stakeholder Relationship	:	Affiliation and interaction with groups or individuals who have an interest in the actions of the institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization.
Strategic Plan	:	A specific, action-oriented medium or long-term plan for making progress towards a set of institutional goals.
Strategy Development	:	Formulation of objectives, directives and guidelines with specific plans for institutional development.
Student Centric Methods	:	Methods of instruction that focus on products of learning by the students
Student Profile	:	The student community of the institution, their strength and the diversity in terms of economic and social strata, location and other demographic aspects such as gender, age, religion, caste, rural/ urban.
Student Progression	:	Vertical movement of students from one level of education to the next higher level successfully or towards gainful employment.
Student Support	:	Facilitating mechanism for access to information fee structure and refund policies and also guidance and placement cell with student welfare measures to give necessary learning support to the students.
SWAYAM	:	SWAYAM is a Programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. https://swayam.gov.in/
Teacher Quality	:	A composite term to indicate the qualification of the faculty, the adequacy meant for recruitment procedures, professional development, recognition and teachers characteristics.
Twinning Programmes	:	An arrangement between two institutions where a provider in source country A collaborates with a provider in Country B to allow students to take course credits in Country B and/or in source Country A. Only one qualification is awarded by the provider in source Country A. Arrangements for twinning Programmes and awarding of degrees usually comply with national regulations of the provider in source Country A.
Value Added Courses	:	Courses of varying durations (with minimum of 16 contact hours) which are optional, and offered outside the curriculum that add value and helping them students in getting placed.

NOTES

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

Sample for	
Credits	1 Theory period of one hour per week over a semester
	1 Tutorial period of one hour per week over a semester
	1 Practical period of two hour per week over a semester
ISO Certification	ISO 9001:2015 implementations help to manage the resources effectively, as you will be able to utilise all your resources to its maximum extent. Once the institution obtains ISO 9001 certificate it creates path to improve the processes continually.
Programme Outcomes	For Every degree Programme broad expectations should be listed by the University. Examples are given below from NBA for an Engineering Degree Programme.
	PO1. **Engineering knowledge**: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
	PO2. **Problem analysis**: Identify, formulate, research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
	PO3. **Design/development of solutions**: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety,

and the cultural, societal, and environmental considerations.

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

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

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

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

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

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

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

PO11. **Project management and finance**: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own

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

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

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

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

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

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

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

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

PO5. **Ethics**: Recognize different value systems including your own, understand the moral dimensions of your decisions,

and accept responsibility for them.

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

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

Programme Specific Outcomes

Sample PSOs of BSc Zoology

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

PSO2. Analyse the relationships among animals, plants and microbes

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

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

Sample PSOs of BA Economics

PSO1: Understand the behaviour of Indian and World economy,

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

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

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

Course Outcomes

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

CO1   Describe general taxonomic rules on animal classification

CO2   Classify Protista up to phylum using examples from parasitic adaptation

CO3   Classify Phylum Porifera with taxonomic keys

CO4   Describe the phylum Coelenterata and its polymorphism

CO5   Write down the life history of Fasciola and its classification

CO6   Describe Phylum Nematoda and give examples of pathogenic Nematodes

CO7   Identify the characters of Phylum Annelida with its classification

CO8   Write down the classification and characteristics of Phylum Arthropoda

CO9   Identify the given Mollusca with respect to economic importance

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

Appendix 2: Abbreviations

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

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