Manual for Self—appraisal
of
Teacher Education Institutions

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P. O. Box. No. 1075, Nagarbhavi, Bangalore - 560 072, India

NAAC

VISION

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

MISSION

- *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 of 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.*

VALUE FRAMEWORK

To promote the following core values among the HEIs of the country:

- *Contributing to National Development*
- *Fostering Global Competencies among Students*
- *Inculcating a Value System among Student*
- *Promoting the Use of Technology*
- *Quest for Excellence*

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This document on institutional accreditation/Re-accreditation/re-assessment is presented in two sections. Section A is a general introduction to the process of assessment and accreditation. Section B gives guidelines on organizing the Self-appraisal Report to be written in two parts. Part – I is the format for providing quantifiable data/information of the institution for Self-appraisal and Part – II has the provision for giving descriptive/qualitative information of the institution.

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Section A
Guidelines for Assessment and Accreditation

This section gives overall guidelines for the process of assessment and accreditation of Teacher Education Institutions (TEI's). It details on the eligibility criteria and methodology for assessment and accreditation of TEI's. This section also explains the core values, the criteria, key aspects and the rationale of Self-appraisal, which is the backbone of the whole process of assessment and accreditation.

SECTION A
Guidelines for Assessment and Accreditation

Introduction

The National Policy on Education (NPE 1986) and the subsequent Programme of Action (PoA 1992) laid great stress on the quality of education at every level. Both the National Assessment and Accreditation Council (NAAC) and the National Council for Teacher Education (NCTE) are the outcome of the recommendations contained in the NPE and PoA. While the enactment of the NCTE Act by the Parliament in 1993 marked the most purposeful and determined action taken at the National level to place teacher education at a high pedestal, the establishment of NAAC by the University Grants Commission (UGC) in 1994, signaled an equally lofty resolve in uplifting the quality of Higher Education.

In fulfillment of the provisions laid down in the NCTE Act 12(k) "to evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognized institutions" and for quality assurance of Teacher Education Institutions (TEIs), the NAAC and the NCTE have entered into an MoU for executing the process of assessment and accreditation of all TEIs coming under the provisions of the NCTE Act. The efforts of NCTE and NAAC to ensure and assure the quality of TEIs in the country are complimentary to each other. Combining the expertise of NCTE in teacher education and the quality assurance expertise of NAAC, the NAAC developed the methodology for assessment and accreditation of TEIs and the "*Manual for Self-appraisal of Teacher Education Institutions*".

The process of Assessment and Accreditation (A&A) is not an external regulatory mechanism or a superior outside judgment scheme. It is essentially the collective endeavor or an institution and its personnel to constantly and consistently move forwards and upwards in the direction of relevance, effectiveness and credibility of the professionally work they are engaged in. It is a process by which an institution of higher learning periodically evaluates its

activities and seeks an independent outside opinion on its success in achieving its own educational objectives. The moving drive behind the process of assessment and accreditation is the self-conviction that an educational institution should not remain static at a certain level of performance, but should always surge ahead in pursuit of excellence. Self-appraisal is thus the backbone of the quality improvement exercise. The role of the NAAC, the external accrediting agency is that of a friend, philosopher and guide.

The Process of Assessment and Accreditation by NAAC

The process of assessment and accreditation is expected to help institutions to carry out their Strength, Weakness, Opportunity and Threat (SWOT) analysis and in making their programmes more attractive to the students and their potential employers. Overall, the assessment and accreditation by NAAC is expected to act as an instrument for raising the quality of the teacher education system as a whole and help the institutions in using their physical and instructional infrastructure optimally and professionally. As the whole process of assessment and accreditation revolves round the institutional processes, the primary role in the assessment and accreditation process is with the individual institution.

Eligibility

Any institution or university offering programmes in education recognized by NCTE and having a standing of atleast three years since establishment and with a record of two batches having graduated are eligible for undergoing the process of assessment and accreditation by NAAC. The eligibility criteria with reference to TEIs of the state of Jammu and Kashmir which are not covered under the NCTE Act, the TEIs having a standing of three years since establishment and a record of at least two batches having graduated, will be eligible to apply for Assessment and Accreditation by NAAC. However these institutions need to go through the process of IEQA and gain eligibility to submit the Self -appraisal Report and undergo the process of A & A by NAAC.

Institutions recognized by NCTE however need not go through the process of IEQA.

Unit of Assessment

NAAC considers the Institution as the Unit of Assessment and has accordingly developed and adopted the assessment strategy, which is largely based on Self-appraisal by the TEIs. To provide flexibility in view of the requirements of the NCTE, the following TEIs are considered as "unit of assessment" , and each of them is evaluated as an institution:

- University Departments of Education or the Centers of excellence in education with UG and PG programs
- Institute of Advanced Studies in Education (IASE)
- Colleges of Teacher Education (Affiliated/Autonomous/Constituent)
- Institutions/Departments other than the above but offering programs in teacher education

*Note: The term **"Institution"** in this manual in general refers to all the above defined "unit of assessment".*

The Methodology

The various stages in the process of assessment and accreditation are described below:

I.   On-line submission of a Letter of Intent (LoI) and Submission of Institutional Eligibility for Quality Assurance (IEQA) format (**applicable to TEIs from Jammu & Kashmir only**);

II.   The preparation and submission of a Self-appraisal Report (SAR) by the institution;

III.   The 'on-site' visit of the peer team for validation of the SAR and for recommending the assessment outcome to the NAAC; and

IV.   The final decision by the Executive Committee of the NAAC.

Stage I: On-line submission of a Letter of Intent (LoI) and Institutional Eligibility for Quality Assessment (IEQA)

All TEIs are expected to submit a Letter of Intent (LoI) online to NAAC. The institutions receiving confirmation of eligibility for A & A from NAAC may proceed to stage - II i.e. preparation and submission of the SAR. However the TEIs of Jammu & Kashmir on submission of LoI and receiving confirmation from NAAC, to proceed further in the process of A & A need to submit online application in the prescribed format seeking Institutional Eligibility for Quality Assessment (IEQA) status and only after acquiring the IEQA status and advise from NAAC, these institutions become eligible to proceed to stage-II i.e. preparation and submission of the SAR.

Stage II: Self-appraisal Process: The self-appraisal process, which is the first step when an institution moves towards accreditation, emphasizes on building for the future and the renewal of the institution through an understanding of the existing institutional strengths and weaknesses. While preparing for self–appraisal, the institution need to look at the following three fundamental concepts

- ✓ The self-appraisal process needs to be a collaborative and participative process which should encourage and involve all the employees of the institution (academic and administrative), students, parents, community members and any other stakeholders
- ✓ The process should be authentic in analyzing the strengths and weaknesses and not an exercise for creating a document to satisfy the peer team members visiting the institution
- ✓ The process should be able to rejuvenate the institution and renew passion for effective learning and institutional excellence

The NAAC in collaboration with the experts from education, designed and customized the self-appraisal format for teacher education institutions, titled as – *"Manual for self–appraisal of teacher education institutions"*. The manual laid down a clear seven-point framework around which the current level of quality in teacher education institutions is to be appraised and submitted by the

institution concerned to NAAC. The form of presentation and the data provided in the SAR is very crucial both to the institution and the NAAC. The SAR is the product of the self-analysis process and it forms the basis for assessment of the institution by the peer team constituted by NAAC.

Stage III: Validation of the Self-appraisal Report and Peer Review: On receipt of the SAR, the NAAC would perform an in-house analysis of the report for its completeness. For eligible institutions, peer team visits will be organized. The NAAC will constitute a panel of peers in consultation with the institution to be accredited. The institution can record their reservations/objections if any on any of the peers suggested for validation of the SAR.

The peer team comprises of a Chairperson and two members. The Chairperson is an experienced former or present senior Professor of Education in a University or a sitting or former Vice-Chancellor. Experienced teacher educators, education experts from the University system and the Principals of colleges of education are selected to be the members of the peer teams. However the team composition may vary depending on the unit of assessment and other criteria decided by NAAC from time to time.

Normally, a typical visit schedule lasts for two days, beginning with a pre-visit meeting of the peers and ending with an exit meeting which is an open house meeting of the institutional members, stakeholders and the peer team members. In the institution premises, the team visits all the constituencies of the institution, interacts with all the stakeholders, verifies the documents, and visits the practice teaching schools. Wherever possible the team also observes a few practice teaching sessions. At the end of the visit, based on the evidences gathered by the team and the interactions with various stakeholders, the team makes a collective judgment on the accreditation status of the institution. The validation of the SAR by the peers results in a detailed qualitative report and a quantitative report (Score sheet) with criterion-wise grade point averages (GPA), the final institutional cumulative grade point average (CGPA) and overall institutional grade. While the score sheet (quantitative report) is a

confidential document to be submitted directly to NAAC, the descriptive report is shared with the institution before finalisation and submission to NAAC. The institution is thus given an opportunity to suggest for correction on factual errors. The institution as such cannot suggest for changes on reporting format or recommendations of the peer team.

Stage IV: Consideration of recommendations of the Peer Team by NAAC and Final Outcome: The executive committee of NAAC reviews the detailed report and criterion-wise scores of an assessed institution submitted by the peer team to NAAC. The decision of the executive committee is final and communicated to the institutions. The PTR and the institutional grade will be made public by posting them on the website of the NAAC. Institutions which do not attain the accreditation status will be notified accordingly. The assessment outcome is valid for a period of five years with a provision for appeal. Institutions that have not qualified for accreditation or institutions which would like to get themselves reassessed as an improvement process may apply for Reassessment after one year. Institutions that complete the five-year accredited period may volunteer for re-accreditation.

Core values

Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. In India also, the institutions of higher education are facing many challenges and are undergoing significant changes from time to time. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization (including liberal cross-border and trans-border educational imperatives), have necessitated such marked changes in the Indian higher education scenario. These changes and the consequent shift in values have been taken into cognizance by NAAC while formulating the following core values for its accreditation framework.

(i) Contributing to National Development

Most of the HEIs have a remarkable capacity to adapt to changes, and at the same time pursue goals and objectives that they have set forth for themselves. Contributing to National Development has always been an implicit goal of Indian HEIs. The HEIs have a significant role 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 process of the NAAC looks into the ways HEIs have been responding to and contributing towards National Development.

(ii) Fostering Global Competencies among Students

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

(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. HEIs have to shoulder the responsibility of inculcating the desirable value

systems amongst the students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is no scope for debate about inculcating the core universal values like truth and righteousness apart from other values emphasised in the various policy documents of the country. The seeds of values sown in the early stages of education, mostly aimed at cooperation and mutual understanding, have to be retreated and re-emphasized at the higher education institutions, 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 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, leave much to be desired. Technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. At a time when our educational institutions are expected to perform as well as their global partners, significant technological innovations have to be adopted. Traditional methods of delivering higher education have become less motivating to the large number of students. To keep pace with the developments in other spheres of human endeavour, HEIs have to enrich the learning experiences of their wards by providing them with the State of the Art educational technologies. The campus community must be adequately prepared to make use of the Information and Communication Technology (ICT) optimally. Conscious effort is also needed to invest in hardware, and to train the faculty suitably.

In addition to using technology as learning resources, 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 websites to provide ready and relevant information to stakeholders are desirable steps in this direction. In other words, effective use of ICT in HEIs will be able to provide ICT literacy to the campus community, using ICT for resource sharing and networking, as well as adopting ICT-enabled administrative processes. Therefore, NAAC accreditation would also look at how the HEIs have put in place, their electronic data management systems and electronic resources for the use of the students and the campus community in general.

(v) Quest for Excellence

Although contributing to nation-building and skill development of students, institutions should also 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 SAR of an institution. Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution. The institution may feel free to expand or modify the Core Values in conformity with the goals and mission of the institution.

The five core values as outlined above form the foundation for assessment of institutions that volunteer for accreditation by NAAC.

Criteria for Assessment

NAAC identified the following seven criteria as the basis for its assessment and accreditation with an assumption that these seven criteria encompass all the processes of an institution:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance and Leadership
7. Innovative Practices

The "*Manual for Self-appraisal of teacher education institutions*" maps out different input, process and output norms that constitute the indicators of quality of a teacher education institution. The key aspects and the key questions under each criterion of the "*Manual for Self-appraisal of teacher education institutions*" not only help in consolidating information on the current practices for use by external review teams but also make the entire exercise change oriented and quality facilitating.

Thus overall the Manual includes seven criteria that subsume and account for practices that can lead to quality improvement in teacher education. The SAR prepared by the institution and submitted to NAAC, therefore should conform to the NAACs seven criteria for assessment and the inputs under the seven criteria when collated should give adequate details on the quality of the academic, administrative and financial aspects of the institution.

Focus of Assessment

The re-accreditation framework assesses the institutional functioning with reference to the contributions made by the TEIs towards the five core values mentioned above. In general, the TEIs are expected to demonstrate how they achieve the objectives of the core values through the data and information detailed in the accredited periodA. The evidence to the realization of these objectives may be in terms of inputs, processes and outputs. The re-assessment

by NAAC will take a holistic view of all the inputs, processes and outputs of an institution. In essence, the NAAC <u>assessment</u> process lays <u>focus</u> on the institutional developments with reference to three aspects-Q<u>uality initiatives,</u> Q<u>uality sustenance</u> and Quality enhancement.

The preparation of the SAR is expected to serve as a catalyst for institutional self-improvement. The participation of the faculty members, administrative staff, students, parents and alumni in the quality assurance activities in higher education could lead to newer initiatives. Interaction with the stakeholders would also facilitate the development process of the institutions and their educational services.

It is expected that every Higher Education Institution has an internal quality assurance mechanism in place. For uniform understanding, NAAC is advocating to formalize the mechanism and use the term Internal Quality Assurance Cell (IQAC). The Internal Quality Assurance Cell is expected to activate the system and raise the institutional capabilities to higher levels so that the institution makes continuous improvement in Quality. This may involve identifying various processes that develop capabilities and augment institutional quality under each of the seven criteria; like

- ➢ Developing mechanisms and competencies among members of the institution, to deal with quality enhancement.
- ➢ Developing mechanisms for seeking feedback responses from all stakeholders who are using the institutional output.
- ➢ Obtaining process information both, in quantitative and qualitative forms, and use the same in reforming each process.

Establishing a strategic quality management system would ensure a continuous reform process. One of the major outcomes of the process would be the internalization and institutionalization of quality assurance so that the institution strives to excel in serving its student community. The quest

to become an excellent institution is in itself a core value that TEIs have to imbibe and demonstrate in their overall functioning.

Criteria and Key Aspects

Criterion I – Curricular Aspects

This criterion deals with how the curriculum - either assigned by a university or marginally supplemented or enriched by an institution or totally remade, depending on the freedom allowed in curricular design - is compatible with the mission and vision statements of the institution. It also considers the practices of an institution in initiating a wide range of programme options and courses that are relevant to regional and national needs in line with emerging trends. Along with flexibility and diversity to suit different levels of learners, career orientation, multi-skill development and involvement of stakeholders in curricular updation are also gauged through this criterion. The focus of this criterion is captured in the following criterion statements that spell out the qualitative aspects and good practices expected of an institution:

> ➢ The institution has a clearly stated and communicated purpose, vision, mission and values.
>
> ➢ The institution ensures the continuing relevance of its programmes and that the existing courses are modified to meet the emerging needs.
>
> ➢ The institution develops and deploys action plans to achieve the objectives and effective implementation of the curriculum.
>
> ➢ The institution obtains and uses feedback from the students, alumni, employers, community, academic peers and other stakeholders in curriculum development and planning.

KEY ASPECTS
◆ Curricular Design & Development
◆ Academic Flexibility
◆ Feedback on curriculum
◆ Curriculum Update
◆ Best Practices in Curricular Aspects

The key aspects identified under this criterion are: **Curricular Design and Development, Academic Flexibility, Feedback on Curriculum, Curriculum update and Best Practices in Curricular Aspects.** Each of these key aspect is enumerated below:

Curricular Design and Development

Is a process of developing the curriculum through a need assessment process and in consultation with institutional and external expert groups based on the feedback from the students and the field/school system. This should result in the development of relevant activities with flexibility to suit the professional and personal needs of the students of the institution – university department, colleges and school sector (in-service).

For the above to be effective there should be a clear statement of the vision and mission which reflects the teacher education goals and objectives, and the challenges of times in terms of regional, national and global demands in the curriculum development and planning with ethical considerations and quest for quality.

Academic Flexibility

Flexibility in the schedule and academic plan of the institution with ample scope for innovations and inclusion of need based activities i.e. providing varied learning situations both at the institution and on the field.

Feedback on curriculum

The curriculum revision is based on the feedback, database and experiences of implementation. Thus it is important that, the experiences and insights of all concerned are collected and the areas of weaknesses and redundancy in the curriculum reviewed at appropriate intervals to provide inputs for basing the curriculum revision. Obtaining and analyzing feedback/responses from academic peers, students, Alumni and employers and their appropriate use for review, design and restructuring the curriculum reflects the institutions effort towards quality enhancement.

Curriculum Update

The basis for curriculum update emerges from the need to achieve stated objectives effectively. Curriculum update is a continuous process. Even though it is difficult to revise the curriculum on an yearly basis , the experiences and insights in implementing it over years need to be recorded and the inputs strengthened. The aspects necessary for improving efficacy of the programme are identified and revisited at the time of curriculum update.

Best Practices in Curricular Aspects

Sustainable curricular practices which lead to academic effectiveness and excellence.

Criterion II – Teaching –learning and Evaluation

This criterion deals with the efforts of an institution to serve students of different backgrounds and abilities through effective teaching-learning practices. Interactive instructional techniques that engage students in higher order 'thinking' and investigation through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practical sessions, internship and e-resources are important considerations. The criterion has an ample focus on how the institution supports and facilitates the use of ICT and other new and emerging technologies. It also probes into the adequacy and 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 this criterion is captured in the following criterion statements that spell out the good practices expected of an institution:

> ➢ The institution has a transparent admission process and ensures that the defined admission criteria are equitably applied to all applicants.

KEY ASPECTS

- Admission Process and Student Profile
- Catering to diverse needs
- Teaching – learning process
- Teacher Quality
- Evaluation Processes and Reforms
- Best Practices in Teaching Learning and Evaluation

➢ The institution provides clear information to students about admission and completion requirements for all programmes, the fee-structure and refund policies, financial aid and student support services.

➢ The institution engages its students in active learning.

➢ The instructional approaches and learning experiences provided are comprehensive and in keeping with the stated objectives of the programme.

➢ The practice teaching plans are developed in partnership co-operatively involving the school staff and mentor teachers.

➢ The student teachers are prepared for managing diverse learning needs of students in schools.

➢ The assessment and evaluation scheme is comprehensive, reliable, objective, and transparent and is communicated to the students well in advance.

➢ The assessment and evaluation outcomes are used in improving the performance of the students and curriculum transaction.

➢ The institution incorporates new technologies into its programmes and encourages students and faculty to use and adopt technology in teaching -learning.

The key aspects identified under this criterion are: **Admission Process and Student Profile, Catering to Diverse needs, Teaching –learning Process, Teacher Quality, Evaluation Processes and Reforms and Best Practices in Teaching Learning and Evaluation.** The description of each key aspect is given below:

Admission Process and Student Profile

The institution has an admission policy, which is inclusive and widely publicized. The process followed for admission is transparent and has scope for redressal if any. For ensuring transparency and fairness it is necessary for an institution to adhere to the defined admission criteria and to make the details of the admission processes known to all concerned, through publications, brochures, advertisements and other student and stakeholder related material.

Catering to Diverse needs

The institution values diversity and provide opportunities for students and staff to understand the role of diversity and equity in teaching learning process. Providing a classroom and institutional climate that values diversity creates awareness among the students of different teaching and learning styles arising out of the socio- economic and cultural backgrounds of the learners and enable them to adapt appropriate instructional strategies suiting the requirement of all students including students with special needs. The curriculum, field experiences and practice teaching are therefore developed to help students to acquire the knowledge, skills and values related to diversity.

Teaching –learning Process

The teacher educators extensively employ interactive and participatory approach in transaction of theory. Explanations and justifications are developed with the involvement of students and not `taught' to them. The faculty adopts an `eliciting' stance rather than an `informing' stance. Conscious efforts are made to establish the interconnectedness in theory as well as practice.

Field experiences allow students to apply and reflect on their content, professional and pedagogical knowledge, skills and attitudes in diverse school situations. The students are involved in a variety of school-based activities directed at the improvement of teaching and learning and the students learning is integrated into the school program and teaching practice.

Teacher Quality

The quality of teacher educators is an important factor that decides the quality of teacher education. There are two broad elements that characterize teacher quality 1) Teacher Qualification 2) Personal Professional attributes and 3) Technical Know-how. The first refers to the minimum qualification requirements for the profession and continued learning i.e. professional development and the second and third refers to the exemplary teaching behaviors and practices the teacher's exhibit in their classrooms.

Evaluation Process and Reforms

While objectives to be achieved need learning experiences; evaluation is the process of knowing their attainment. The programs-stated objectives that are not evaluated or assessed, get neglected in implementation. Hence all stated objectives form a part of the evaluation protocol of the program thereby giving direction to the inputs and for monitoring the outcomes. The institution also has a comprehensive and integrated set of evaluation measures that provide information for use in monitoring students' performance and managing and improving the institutional processes.

Best Practices in Teaching Learning and Evaluation

The institution has sustainable practices in teaching-learning and evaluation, which have the greatest impact on performance, leading to quality enhancement in Teaching, Learning and Evaluation and good institutional performance.

Criterion III - Research, Consultancy and Extension

KEY ASPECTS

- Promotion of Research
- Research and Publication output
- Consultancy
- Extension Activities
- Collaborations
- Best Practices in Research, Consultancy and Extension

This criterion seeks information on the policies, practices and outcomes of the institution with reference to research, consultancy and extension. It deals with the facilities provided and efforts made by the institution to promote a research culture and their outcome. Serving the community through research and extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that spell out the good institutional practices.

➢ The institution supports professional development activities that engage its teachers in research in education.

➢ The institution encourages faculty to publish in academic forums.

➢ The institution encourages its students and faculty to be continuous learners.

➢ The institution faculty are actively engaged in training and developing instructional and other teaching-learning materials.

➢ The institution incorporates practices based on research undertaken by its faculty.

➢ The institution is responsive to community needs and conducts relevant extension programmes.

➢ The institution encourages its faculty to provide consultancy services to the school sector and to be actively engaged in their respective fields of expertise.

➢ The institution has a strong institute-school-community networking and linkages with national and international research and academic organisations.

The key aspect identified under this criterion are: **Promotion of Research, Research and Publication output, Consultancy,Extension Activities ,Collaborations, Best Practices in Research, Consultancy and Extension.** The description of the key aspects is given below:

Promotion of Research

Research is an integral part of quality practice in teacher education. It helps the faculty to keep abreast of the current knowledge and developments in the field of teacher education, find answer to questions and evolve/adopt strategies and techniques. The faculty need to undertake research with a view to develop new and innovative tools and approaches. Having a forum to discuss research issues and findings is an integral part of the academic environment of a quality institution.

Research and Publication output

In general it is expected that teacher educators and student teachers should have student learning as the focus of their work. For this they should not only have the knowledge of learning but also be able to relate and apply it to the social, historical and philosophical foundations of education, professional ethics, legal issues and national and global policies. A teacher educator or student teacher with a focus on student learning build upon and extend their knowledge and experiences to improve their own teaching and student learning in classrooms

Consultancy

Activity with or without remuneration for which the expertise and the specific knowledge base of the faculty become the major input for e.g. professional development programs provided for school teachers. The teacher educators collaborate with university professional community and school teachers to improve teaching, learning and teacher education. They also participate in advocacy activities on national and international issues such as UPE, EFA, Millennium Development Goal and Girls' Education.

Extension Activities

The curricular-extension interface has educational value especially in rural contexts. The aspects of education, which emphasizes neighborhood services

are often integrated with curricula as extended opportunities intended to help, serve, reflect and learn from the community.

Collaborations

For teacher education to be responsive to the local realities, it should have functional linkages with schools and other educational institutions around it. Not only that it receives help and facilities from the school to organize some of its activities, it should also take lead and provide an academic forum for discussion on educational issues and support for solving the problems. Institute-school–community linkages, faculty exchange programmes with national and international agencies and research organisations like NUEPA, NCERT, EMRC's, UNESCO, COL, etc. are some examples.

Best Practices in Research, Consultancy and Extension

Sustainable practices in Research, Consultancy and Extension leading to superior performance resulting in successful outcome in terms of generating knowledge which will be useful for the learner as well as the community.

Criterion IV - Infrastructure and Learning Resources:

This criterion seeks to elicit data on the adequacy and optimal use of the facilities available in an institution to maintain the quality of academic and other related activities on the campus. It also requires information on how every constituent of the institution - students, teachers and staff — benefit from them. Expansion of facilities to meet future development and maintenance of the facilities is also included among other concerns. The focus of this criterion is captured in the following criterion statements that spell out a few good practices of a quality institution:

KEY ASPECTS
• Physical Infrastructure • Maintenance of Infrastructure • Library as Learning Resource • ICT as Learning Resource • Other Facilities • Best Practices in Infrastructure and Learning Resources

➢ The institution has adequate physical infrastructure facilities to run the educational programmes efficiently.

➢ The institution continuously augments its infrastructure to keep pace with its academic growth.

➢ The institution has effective mechanisms for maintenance and optimal use of infrastructure.

➢ The institution takes ample care and considers the environmental issues associated with infrastructure.

➢ The instructional infrastructure meets and exceeds the program requirements and is optimally utilised.

➢ The institution ensures availability of qualified faculty and staff needed to achieve the stated objectives.

➢ The workload policies and practices encourage the faculty to be engaged in a wide range of professional and administrative activities and community engagement.

➢ The institution has adequate library and computer facilities and other learning resources with easy access for all its constituencies.

The key aspects identified under this criterion are: **Physical Infrastructure, Maintenance of Infrastructure, Library as Learning Resource, ICT as Learning Resource, Other Facilities, Best Practices in Infrastructure and Learning Resources.** The description of the key aspects is given below:

Physical Infrastructure

The theory and practice teaching inputs of the programme require different types of physical infrastructure and furnishing. There should be a mechanism in place to ensure adequate infrastructure facilities to run the educational programmes efficiently, constant augmentation of the infrastructure to keep pace with the academic growth of the institution and an effective mechanism for maintenance and optimal use of infrastructure.

Maintenance of Infrastructure

It is not merely the availability of the space and infrastructure, but the way in which it is maintained for productive utilization that decides the quality of the infrastructure. The physical and instructional infrastructure such as buildings, ICT facilities, laboratories, learning resource center and other allied infrastructure of the institute are well maintained and strengthened from time to time by making available, necessary finances and human resources. It is also ensured that they are accessible and utilized by the staff and students on a regular basis.

Library as Learning Resource

The library has adequate holdings in terms of books, journals, other learning materials and facilities for technology aided learning which enable students to acquire information, knowledge and skills required for their study. The computer facilities and other learning resources are available in the institution for its academic and administrative purposes and accessible to staff and students.

ICT as Learning Resource

The institutional framework and the activities reflects its commitment to the integration of technology to enhance student learning. The provision for inclusion of knowledge and skills related to ICT are reflected throughout the curriculum, instructional practices, field experiences , practice teaching and assessment and evaluation systems of the institution. Several exemplar material and media products necessary to create and provide the right kind of learning experiences are also used and developed by the students and teachers. The faculty extensively employs technology in developing such instructional material. Various types of ICT based instructional material for teacher education as well as school education are used for effectiveness of the programme and the institution faculty and students have adequate access to various print and electronic information resources.

Other Facilities

The support facilities on the campus, other than those reflected in the key aspects pertaining to infrastructure and learning resources, which contribute to the effective ambience of curricular, extra- curricular and administrative activities. These resources/facilities serve the broader constituents encompassing all the academic and administrative activities of the institution.

Best practices in the development of infrastructure and learning resources

Good practices leading to continuous improvement of infrastructure and learning resource development for optimum learning.

Criterion V - Student Support and Progression

The highlights of this criterion are the efforts of an institution to provide necessary support to students facilitating good campus experiences and their holistic development. It also seeks information on student and alumni profiles and their contributions to the institution and vice-versa. The focus of this criterion is captured in the following criterion statements that spell out some of the good practices expected of a quality institution:

KEY ASPECTS
◆ Student Progression ◆ Student Support ◆ Student Activities ◆ Best Practices in Student Support and Progression

➢ The institution has adequate learning resources and a well-established mechanism to systematically review the various library resources for adequate access and relevance and to make acquisition decisions.

➢ The various provisions in the institution support and enhance the effectiveness of the faculty in teaching and mentoring of students.

➢ The campus environment promotes motivation, satisfaction, development and performance improvement of students.

➢ The progress of the students at different stages of the programmes is monitored and the students are appropriately advised.

➢ The institution develops the leadership qualities of the students through their participation and involvement in various institutional activities.

The key aspects identified under this criterion are: **Student Progression, Student Support, Student Activities and Best Practices in Student Support and Progression.** The description of the key aspects is given below:

Student Progression

The institution has effective mechanisms in place for assisting successful movement of students to the next higher level of education or towards gainful employment. The institution provides career guidance and counselling services, specialized training programs and coaching for students, for competitive examinations for jobs and entrance tests for admission to higher education programmes and monitors their progression.

Student Support

The institution identifies the needs of the students and provides individualized support depending on the nature and extent of problems confronting the students. The various support services take into account; their educational, social, personal and vocational needs comprehensively. Facilitating mechanisms like guidance cell, placement cell and financial aid to support students are some examples.

Student Activities

The institution ensures participation of the students in various curricular, extracurricular and co-curricular activities, which can provide learning opportunities leading to students' intellectual, social and personal development. Through the various activities on and off the campus the institution encourages positive social interaction and self-motivation fostering the holistic development of the student.

Best Practices in Student Support and Progression

Sustainable good practices which effectively support the students and facilitate optimal progression. Benefits often include the assurance of quality results.

Criterion VI – Governance and Leadership

This criterion helps to gather data on the policies and practices of an institution in the matter of planning man power requirement, recruitment, training, performance appraisal and finance management. Participatory management procedures and creative governance of human and material resources are relevant here. The focus of this criterion is highlighted in the following criterion statements, representative of good practices of a quality institution:

KEY ASPECTS
◆ Institutional vision and Leadership ◆ Organizational arrangements ◆ Strategy Development and Deployment ◆ Human Resource Management ◆ Financial Management and Resource Mobilization ◆ Best Practices in Governance and Leadership

➢ The institution is conscious of its quality provisions and has a well established functional internal quality management system.

➢ The institution has a MIS in place, to collect, align, select, integrate and communicate data and information on academic and administrative aspects of the institution.

➢ The offices and departments of the institution are governed on the principles of participation and transparency.

➢ Academic and administrative planning in the institution move hand in hand.

➢ The goals and objectives are communicated and deployed at all levels to ensure every individual employee's contribution towards institutional development.

➢ The institution has a mechanism for faculty, students and other stakeholders to seek information and/or make complaints.

➢ The institution has good resource management practices which support and encourage performance improvement, planning and implementation strategies.

➢ The financial resources of the institution are judiciously allocated and effectively utilised.

➢ Budgeting and auditing procedures are regular and standardized.

The key aspects identified under this criterion are: **Institutional Vision and Leadership, Organizational arrangements, Strategy Development and Deployment, Human Resource Management, Financial Management and Resource Mobilization and Best**

Practices in Governance and Leadership. The description of the key aspects is given below:

Institutional Vision and Leadership

Leaders establish unity of purpose, provide direction and lead the organisation by example. Effective leadership creates an environment conductive for involving all the staff (participatory process) of the institution in achieving the vision/mission and goals of the institution.

Organisational Arrangements

The institution has a well established functional organizational structure and governance system for planning, implementing , monitoring and evaluating the administrative and academic provisions of the institution.

Strategy Development and Deployment

A strategy has the same attributes of the goals except that it is more specific and action oriented. For making progress towards the institutional goals the institution designs specific short term and long-term plans. The time-bound strategic plan developed is effectively implemented and is supported with appropriate financial allocations.

Human Resource Management

An effective human resource management system will lead to best decisions on manpower utilization and hence to a more productive teacher education system.

The institution plans the manpower requirements, decide the recruitment criteria and procedures for appointment and provide periodical training and guidance to staff for their overall development. As teacher capacity building strategy the institution encourages teachers to participate in various professional development programs and peer collaboration for continuous learning. It also analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff. Overall the institution maintains adequate number of academic and

administrative personnel and sufficient resources to ensure that the institution meets the standards of regulatory and professional bodies.

Financial Management and Resource Mobilization

The sources of income for the programme in particular and the institution in general are legitimate and known. Financial planning ensures that no planned activity is withheld or dropped due to want of funds. The financial regulations of the institution are based on clearly laid down procedures of financial management. All items of expenditure are budgeted and known. The overheads in expenditure are managed within acceptable limits and there is a transparency in transactions.

Best Practices in Governance and Leadership

Sustainable good practices in Governance and Leadership that lead to administrative and academic excellence.

Criterion VII – Innovative Practices

This criterion focuses on the special efforts of an institution that impacted its academic excellence. Any innovative practice is a pathway created to further the interest of the students and the institution. The institutions internal quality assurance systems, inclusive practices and stakeholder relationship reflect on the institutions quality culture . The focus of this criterion is captured in the following criterion statements and key aspects:

Criterion Statements

Key Aspect
• Internal quality Assurance System • Inclusive Practices • Stakeholder relationships

➢ The institution displays sensitivity to changing educational, social and market demands.

➢ The institution is geared to promote an ambience of creativity innovation and improving quality.

➢ The institution caters to inclusive practices and better stakeholder relationships.

➢ The institution adopts quality management strategies in all academic and administrative aspects.

➢ The institution strives to promote value-based education, social justice, social responsibilities and good citizenry amongst its student community

Internal Quality Assurance Systems

The internal processes of the institution, to identify and manage quality improvement of its activities. An effective internal quality management demonstrates managing the processes through team work, managing systems improvement and training, involving people from all units and levels, identification and elimination of barriers to teaching learning, constant review and analysis of data for development.

Inclusive Practices

The institution is sensitive to issues of inclusion and the focus given to these in the national policies and the school curriculum. There is a provision in the academic plan for students to learn about inclusion and exceptionalities as well

as gender differences and their impact on learning. The institution through its various activities creates learning environments fostering positive social interaction, active engagement in learning and self-motivation.

Stakeholder Relationships

The relevance and responsiveness of the institutions teaching, research partnerships and other activities of the institution expressed in terms of the satisfaction of the stakeholders and the community as a whole. The data on various institutional activities collected involving the stakeholders indicating the level of community support for the institution and an awareness of its contribution to productive outcomes.

Weightages

Taking cognizance of the diversity in institutional functioning of the major categories of institutions (Clubbed into three major categories) - 1. University Department of Education / Regional Institute of Education (RIE) 2. Institute of Advanced Studies in Education (IASE) and Autonomous College and 3. Affiliated College/CTE /Constituent College/ Department of Education of a Composite College differential weightages for each of the seven criteria are included as detailed in the table below:

	Criteria	University Department of Education /RIE	IASE/ Autonomous College	Affiliated/ CTE/ Constituent College/ Department of Education of a Composite College
I	**Curricular Aspects**	150 (15%)	100 (10%)	50 (5%)
II	**Teaching-Learning and Evaluation**	250 (25%)	350 (35%)	450 (45%)
III	**Research, Consultancy and Extension**	200 (20%)	150 (15%)	100 (10%)
IV	**Infrastructure and Learning Resources**	100 (10%)	100 (10%)	100 (10%)
V	**Student Support and Progression**	100 (10%)	100 (10%)	100 (10%)
VI	**Governance and Leadership**	150 (15%)	150 (15%)	150 (15%)
VII	**Innovative practices**	50 (5%)	50 (5%)	50 (5%)
	Total Score	**1000**	**1000**	**1000**

The Key Aspects and the Key Aspect-wise differential Weightages under each Criterion are also specified as detailed in the following Table:

Criteria	Key Aspects	University Dept/RIE	IASE/ Autonomous	Affiliated/ CTE /Constituent College/ Dept. of Education of a Composite College
		Weightages		
1. Curricular Aspects	1. 1 Curricular design and development	90	50	10
	1. 2 Academic flexibility	30	20	15
	1. 3 Feedback on curriculum	10	10	10
	1. 4 Curriculum update	10	10	05
	1. 5 Best Practices in curricular aspects	10	10	10
	Total	**150**	**100**	**50**
2. Teaching-Learning and Evaluation	2. 1 Admission process and student profile	20	30	30
	2. 2 Catering to diverse needs	20	35	45
	2. 3 Teaching-learning process	90	170	270

	2. 4 Teacher quality	60	65	65
	2. 5 Evaluation process and reforms	50	40	30
	2. 6 Best practices in teaching, learning and evaluation	10	10	10
	Total	**250**	**350**	**450**
3. Research, Consultancy and Extension	3. 1 Promotion of research	40	30	15
	3. 2 Research and publication output	90	50	25
	3. 3 Consultancy	20	10	05
	3. 4 Extension activities	30	40	40
	3. 5 Collaborations	10	10	05
	3. 6 Best practices in research, consultancy & extension	10	10	10
	Total	**200**	**150**	**100**
4. Infrastructure and Learning Resources	4. 1 Physical facilities	20	20	20
	4. 2 Maintenance of infrastructure	10	10	10

	4. 3 Library as a learning resource	35	35	35
	4. 4 ICT as learning Resources	15	15	15
	4. 5 Other facilities	10	10	10
	4. 6 Best Practices in infrastructure and learning resources	10	10	10
	Total	**100**	**100**	**100**
5. Student Support and Progression	**5. 1 Student progression**	30	30	30
	5. 2 Student support	30	30	30
	5. 3 Student activities	30	30	30
	5. 4 Best practices in student support and progression	10	10	10
	Total	**100**	**100**	**100**
6. Governance and Leadership	**6. 1 Institutional vision and leadership**	15	15	15
	6. 2 Organizational arrangements	20	20	20
	6. 3 Strategy development and deployment	30	30	30

	6.4 Human Resource Management	40	40	40
	6. 5 Financial management and Resource mobilization	35	35	35
	6. 6 Best practices in Governance and Leadership	10	10	10
	Total	150	150	150
7. Innovative Practices	7. 1 Internal Quality Assurance System	20	20	20
	7. 2 Inclusive Practices	15	15	15
	7. 3 Stakeholder Relationships	15	15	15
	Total	50	50	50
	Total Score	1000	1000	1000

The above framework is to guide the peer team in giving key aspect-wise grade. This will also help institutions to have a basic idea on the issues considered by the peer team while grading institutions. The institutions while taking up the self-assessment exercise, may also evaluate themselves using this framework and weightages so as to have a better understanding of their performance and level of quality. The summated grade points of all the Key Aspects (KA) under a criterion is calculated with appropriate weightages and divided by the criterion weightage for the institution, to arrive at the Grade Point Average for the Criterion (CR-GPA). After calculating the Criterion Grade Point Average (CR-GPAs) for all the seven criteria, the CGPA is calculated for the institution, based on the seven CR-GPAs and the application of the respective weightages as specified for each criterion. In order to obtain

the institutional CGPA, multiply the criterion GPA by the respective weightage. The sum of all these weighted scores are divided by the total weightage i.e. 1000. The CGPA thus obtained will be the final Institution Quality Level on four-point scale.

Grading System

After Assessment, the Cumulative Grade Point Average (CGPA) of an Institution is arrived at. If the overall CGPA is more than 1.50, the institution will get the "Accredited" status and a CGPA equal to or less than 1.50, will lead to the "Not Accredited" status. The accredited institutions will be graded on a 3- letter grade as follows:

Range of institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Performance Descriptor
3.01-4.00	A	Very Good (Accredited)
2.01-3.00	B	Good (Accredited)
1.51-2.00	C	Satisfactory (Accredited)

Institutions which secure a CGPA equal to or less than 1.50, are notionally categorized under the letter grade "D" (=Performance descriptor: Unsatisfactory; Status: Not Accredited). Such institutions will also be intimated and notified by NAAC as "Assessed and Found not Qualified for Accreditation".

Institutional Preparation

With the assessment framework of NAAC, institutions that would like to get themselves accredited have to fulfill certain requirements and submit a SAR to

NAAC along the guidelines given in the manual. The institutional efforts to prepare the SAR will be an intensive but self-rewarding exercise for institutions. To maximise the benefits of such an effort, operational guidelines on institutional preparations are given below.

A successful self-study must have the total commitment of the governing body, administration and every member of the faculty of the institution. All the constituents of the institution should not only be kept fully informed but also be as closely involved in the self-study as possible. Three basic commitments are essential for a successful self-evaluation, viz.,

- Willingness to invest the necessary time and effort
- The support of all institutional personnel, and
- A conscious dedication at all levels to perform the task

To achieve these objectives, the leadership - the Head of the institution - has to play a positive and creative role. To assist him/her a Steering Committee consisting of 4 to 6 members is to be constituted which will co-ordinate the compilation and analysis of data relating to the various aspects of the institution and its functions. This committee will be responsible for organizing the information and data, to prepare the comprehensive report. The coordinator of this committee will function as the institutional facilitator during the on-site visit of the peer team. S/he should have considerable communication skills and the ability to organize and direct a complex institutional endeavor. S/he must be able to motivate others. This person may be relieved of her/ his normal duties to the extent that s/he is required to devote the time necessary to lead the team in SAR preparation. Further, requisite clerical and other office support may have to be provided. Additionally, computer facilities are also necessary for the institution, to use the computer package, which is enclosed along with this document.

If the committee plans the data collection in a systematic way and sets deadlines for various stages of the SAR writing, like preparing the criterion-wise draft analysis, circulating it among the members of the institution, preparing the final version etc., the whole process will be completed in a few weeks' time. Thus the Steering Committee will have to play an active role in the preparation of the SAR, which has to be submitted to the NAAC.

Self-Appraisal Report (SAR)

While preparing the SAR, institutions may bear in mind that the report should provide information on the following:

- Evidence of contributing to the core values
- Evidence of building on the strengths identified by the institutions
- Action taken to rectify the deficiencies noted by the institutions
- Substantive efforts made by the institution over a period of time, towards quality enhancement
- Specific future plans of the institution for quality enhancement

The SAR need to be in two parts - Part 1 the *institutional data* and Part II *an evaluative report* under the seven criteria of NAAC.

The institution has the freedom to submit Part I Institutional Data to NAAC either electronically or as a hard copy.

A bulky SAR with too many details and descriptions may result in lack of clarity. Such a report would also lack focus and would generate more information gaps than explanations. Even for a large and complex institution, it is possible to restrict the essential documentation to manageable proportions. With these considerations, institutions are required to restrict the material submitted to the NAAC to not more than the following:

- Institutional data (electronically or as a hard copy)
- Criterion-wise Evaluative Report not exceeding 200 pages
- Inclusion of Appendices are to be limited to those requested under various section of this manual
- Any other information/document may be made available to the Peer Team during the 'On-site visit'

The SAR complete to the specifications should be submitted in five print copies (Hard Copy) and one soft copy (CD) .

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 fee structure would be the same as for Assessment and Accreditation. The Institutions volunteer for re-assessment will not be eligible for reimbursement of accreditation cost as per the "Guidelines for UGC assistance for Assessment and Accreditation".

Re-Accreditation

The methodology for re-accreditation has been finalised incorporating post-accreditation reviews, feedback from the accredited institutions and the outcome of national consultations. Accordingly, after the successful completion of five years of accreditation, the next two years will be the period of institutional preparations and implementation of assessment processes for higher education institutions that volunteer for re-accreditation. The institutions should record their intent to volunteer for re-accreditation by the end of the fifth year of accreditation and begin institutional preparations. The institutions which record their intent to volunteer for re-accreditation may continue to use the outcome of the first accreditation till the end of the two-year institutional preparation period or till the re-accreditation outcome is declared, whichever is earlier.

A functional Internal Quality Assurance Cell (IQAC) and institutional website are the Minimum Institutional Requirements (MIR) to volunteer for re-accreditation. If the institution fails to express intent for re-accreditation within the stipulated time, it will lose its accreditation status.

Focus of Re-accreditation

a) *Process of assessment:* The process of Re-accreditation will be the same as that of accreditation (first accreditation) i.e. a combination of self-assessment and peer review. The format for submission of the SAR is also same as that of the accreditation except for certain additional information required at places indicated for Re-accreditation. It is preferable that institutions opting for Re-

accreditation submit the quantitative data to NAAC electronically and post it on the Institutional website.

b) Value framework: The same seven criteria of Assessment and accreditation will be followed for re-accreditation on the same framework of five core values

i.   *Contributing to National Development*

ii.   *Fostering Global competencies,*

iii.   *Inculcating a Value System among students,*

iv.   *Promoting the use of Technology and*

v.   *Quest for Excellence.*

The specific focus of the re-accreditation framework will be on the impact of first accreditation, especially on

- The compliance of the suggestions and recommendations made in the Peer Team Report of the institutions during the first assessment and accreditation
- Quality sustenance and quality enhancement efforts of the institution during the post-accreditation tenure

Re-accreditation outcome

a) *Outcome:* Institutional quality status as a Cumulative Grade Point Average on a 4-point scale as per the new methodology effective from 1st April 2007 and

b) *Peer Team Report (PTR):* Institutional quality profile as related to the seven criteria.

Period of Re-accreditation and the fee structure

The validity period of the Re-accredited status will be for five years from the date of approval of the status by the Executive Committee. The re-accredited institution has to record its intent for the next accreditation by the end of the fifth year and initiate institutional preparations during the sixth year, SAR should be submitted to the NAAC by the end of the sixth year and the NAAC will conduct the assessment process and declare the re-accreditation outcome before the end of the seventh year. Institutions that do not follow these deadlines will lose the accreditation status.

The fee structure and other financial implications for re-accreditation will be similar to that which is followed for the first assessment and accreditation. For the HEIs recognized under 2(f) & 12B of the UGC, the expenditure on Re-accreditation also would be reimbursed by the NAAC to the extent it was not subsidized for first accreditation.

Mechanisms for Institutional Appeals

Provision for Appeals is one of the good practices followed by external Quality Assurance Agencies. NAAC has also prescribed the mechanism for appeals. An aggrieved institution can make a written representation to the Director, NAAC with the payment of a non-refundable fee of Rs. 20,000/- within one month from the date of receipt of the accreditation certificate from the NAAC. The five-member appeal committee constituted for the purpose will consider the appeal and gives its judgment, which is binding on the institutions.

For proforma and other details, refer to the NAAC website: **www.naacindia.org**

Section B

The Self-appraisal Report

This section is presented in two parts. Part – I of the self-appraisal report seeks quantifiable institutional data organised in two parts viz., Part - A and Part - B. Part - A consists of the Profile of the institution and Part - B requisites Criterion-wise inputs. Part – II of the self- appraisal report comprises of three parts. Part 1 is an Executive summary giving the brief note on the SWOT analysis of the institution, Part 2 is a Criterion-wise analysis which comprises of a questionnaire which when put together gives the evaluative report and Part 3 is the Mapping of the Academic Activities of the institution. To facilitate institutional preparations, guiding questions have been developed and they are given in this section. The questions given are not exhaustive but only indicative of the type of information that may be useful to systematically organize the SAR. Since the questions are generic in nature, the institutions may adapt them suitably and incorporate aspects reflecting their strengths, significant developments, future plans and distinct characteristics in a meaningful way. If the institution wishes to provide any information in addition to the questions under each Key Aspect, they are free to include it as **"any other information"** under each Key Aspect.

Section B

Format for Self-appraisal Report

Part I: Institutional Data (Preferably to be uploaded on the institutional website and submitted in a softcopy and hardcopy)

When the institution has a website it should display the following and other relevant details of information, as in a typical brochure or student handbook: its mission/vision statement, and the goals and objectives of the institution programme offered; eligibility criteria for admission; admission policy and process; academic calendar; examination and other assessment schedules and procedures; infrastructural facilities available for teaching/learning, sports, residence, research and recreation; scholarships given by the state and the institution; and the fee structure.

In addition to the information displayed in the institutional website, institutional data that highlights the facts and features which contributed to quality maintenance and enhancement during the last three years has to be submitted to the NAAC in Part I: A and B of the SAR.

A. Profile of the Institution

1. Name and address of the institution:

2. Website URL

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal			
Vice-Principal			
Self - appraisal Co-ordinator			

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal		
Vice-Principal		
Self - appraisal Co-ordinator		

4. Location of the Institution:

Urban ☐   Semi-urban ☐   Rural ☐   Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres: ☐

6. Is it a recognized minority institution?   Yes ☐   No ☐

7. Date of establishment of the institution:
        Month & Year

MM	YYYY

8. University/Board to which the institution is affiliated:

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.
        Month & Year

2f
MM	YYYY

        Month & Year

12B
MM	YYYY

10.   Type of Institution

a. By funding
    i.   Government ☐
    ii. Grant-in-aid ☐
    iii. Constituent ☐
    iv. Self-financed ☐
    v.   Any other (specify and indicate) ☐

b. By Gender
    i.   Only for Men ☐
    ii. Only for Women ☐
    iii. Co-education ☐

c. By Nature
    i.   University Dept. ☐
    ii. IASE ☐
    iii. Autonomous College ☐
    iv. Affiliated College ☐
    v.   Constituent College ☐
    vi. Dept. of Education of Composite ☐
       College
    vii. CTE ☐
    Viii. Any other (specify and indicate) ☐

11. Does the University / State Education Act have provision for autonomy?

Yes ☐   No ☐

If yes, has the institution applied for autonomy?

Yes ☐   No ☐

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
				Degree		
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary				
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated
   Vision

Yes		No	

   Mission

Yes		No	

   Values

Yes		No	

   Objectives

Yes		No	

2. a) Does the institution offer self-financed programme(s)?

Yes		No	

   If yes,

   a) How many programmes?

   b) Fee charged per programme

3. Are there programmes with semester system

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes		No	

    If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

5. Number of methods/elective options (programme wise)

    D.Ed.

    B.Ed.

    M.Ed. (Full Time)

    M.Ed. (Part Time)

    Any other (specify and indicate)

6. Are there Programmes offered in modular form

Yes		No	

Number	

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes		No	

Number	

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	

Number	

9. Is there any mechanism to obtain feedback on the curricular aspects from the

   - Heads of practice teaching schools   Yes ☐ No ☐

   - Academic peers   Yes ☐ No ☐

   - Alumni   Yes ☐ No ☐

   - Students   Yes ☐ No ☐

   - Employers   Yes ☐ No ☐

10. How long does it take for the institution to introduce a new programme within the existing system?

   ☐

11. Has the institution introduced any new courses in teacher education during the last three years?

   Yes ☐ No ☐

   Number ☐

12. Are there courses in which major syllabus revision was done during the last five years?

   Yes ☐ No ☐

   Number ☐

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

   Yes ☐   No ☐

14. Does the institution encourage the faculty to prepare course outlines?

   Yes ☐   No ☐

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?
   a) Through an entrance test developed by the institution ☐

   b) Common entrance test conducted by the
      University/Government ☐

   c) Through an interview ☐
   d) Entrance test and interview ☐
   e) Merit at the qualifying examination ☐
   f) Any other (specify and indicate) ☐
      (If more than one method is followed, kindly specify the weightages ☐

2. Furnish the following information (for the previous academic year):
   a) Date of start of the academic year ☐
   b) Date of last admission ☐
   c) Date of closing of the academic year ☐
   d) Total teaching days ☐
   e) Total working days ☐

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.									
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	

   If yes, how many?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

    a) Unit cost excluding salary component

    b) Unit cost including salary component

    (Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** *of profile of the institution)*

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.				
M.Ed. (Full Time)				
M.Ed. (Part Time)				

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

    Yes ☐   No ☐

8. Does the institution develop its academic calendar?

    Yes ☐   No ☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.			
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

    a) Number of pre-practice teaching days

    b) Minimum number of pre-practice teaching lessons given by each student

11. Practice Teaching at School

    a) Number of schools identified for practice teaching

    b) Total number of practice teaching days

    c) Minimum number of practice teaching lessons given by each student

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	No.	No. of Lessons Pre-practice teaching	No.

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

    Yes ☐   No ☐

14. Does the institution provide for continuous evaluation?

    Yes ☐   No ☐

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.		
B.Ed.		
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

    a) Number of sessional tests held for each paper

    b) Number of assignments for each paper

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers		
Intranet		
Internet		
Software / courseware (CDs)		
Audio resources		
Video resources		
Teaching Aids and other related materials		
Any other (specify and indicate)		

18. Are there courses with ICT enabled teaching-learning process?

Yes		No	

Number	

19. Does the institution offer computer science as a subject?

Yes		No	

If yes, is it offered as a compulsory or optional paper?

Compulsory ☐   Optional ☐

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number			%

2. Does the Institution have ongoing research projects?

Yes		No	

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years.

☐

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)
   - ○ Teachers are given study leave
   - ○ Teachers are provided with seed money
   - ○ Adjustment in teaching schedule
   - ○ Providing secretarial support and other facilities
   - ○ Any other specify and indicate

5. Does the institution provide financial support to research scholars?

    Yes [ ]   No [ ]

6. Number of research degrees awarded during the last 5 years.
    a. Ph.D. [ ]

    b. M.Phil. [ ]

7. Does the institution support student research projects (UG & PG)?

    Yes [ ]   No [ ]

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals			
National journals – referred papers			
Non referred papers			
Academic articles in reputed magazines/news papers			
Books			
Any other (specify and indicate)			

9. Are there awards, recognition, patents etc received by the faculty?

    Yes [ ]   No [ ]

    Number [ ]

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars		
International seminars		
Any other academic forum		

11. What types of instructional materials have been developed by the institution?
    (Mark `✓' for yes and `X' for No.)

    Self-instructional materials ☐
    Print materials ☐
    Non-print materials (e.g. Teaching
    Aids/audio-visual, multimedia, etc.) ☐
    Digitalized (Computer aided instructional materials) ☐
    Question bank ☐
    Any other (specify and indicate) ☐

12. Does the institution have a designated person for extension activities?

    Yes ☐   No ☐

    If yes, indicate the nature of the post.

    Full-time ☐   Part-time ☐   Additional charge ☐

13. Are there NSS and NCC programmes in the institution?

    Yes ☐   No ☐

14. Are there any other outreach programmes provided by the institution?

    Yes ☐   No ☐

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

    ☐

16. Does the institution provide consultancy services?

    Yes ☐   No ☐

    In case of paid consultancy what is the net amount generated during last three years.

    ☐

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	
State level	
National level	
International level	

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

2. Are the following laboratories been established as per NCTE Norms?

    a)   Methods lab   Yes ☐   No ☐

    b)   Psychology lab   Yes   No

    c)   Science Lab(s)   Yes ☐   No ☐

    d)   Education Technology lab   Yes   No ☐

    e)   Computer lab   Yes ☐   No ☐

    f)   Workshop for preparing teaching aids   Yes ☐   No ☐

3. How many Computer terminals are available with the institution?

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

8. Has the institution developed computer-aided learning packages?

   Yes [ ]   No [ ]

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching				
Non-teaching				

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching				
Non-teaching				

11. a. Number of regular and permanent teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers				

	M	F	M	F
Readers				

	M	F	M	F
Professors				

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

                                   Open   Reserved

	Open		Reserved	
Lecturers	M	F	M	F

	Open		Reserved	
Readers	M	F	M	F

	Open		Reserved	
Professors	M	F	M	F

c. Number of teachers from

Same state	
Other states	

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

                                  Open   Reserved

	Open		Reserved	
Permanent	M	F	M	F
Temporary	M	F	M	F

b. Technical Assistants

	Open		Reserved	
Permanent	M	F	M	F
Temporary	M	F	M	F

14. Ratio of Teaching – non-teaching staff

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

16. Is there an advisory committee for the library?

    Yes ☐   No ☐

17. Working hours of the Library

    On working days

    On holidays

    During examinations

18. Does the library have an Open access facility

    Yes ☐   No ☐

19. Total collection of the following in the library

    a. Books

       - Textbooks

       - Reference books

    b. Magazines

    e. Journals subscribed

       - Indian journals

       - Foreign journals

    f. Peer reviewed journals

    g. Back volumes of journals

    h. E-information resources

       - Online journals/e-journals

       - CDs/ DVDs

       - Databases

       - Video Cassettes

- Audio Cassettes

20. Mention the

Total carpet area of the Library (in sq. mts.) ☐

Seating capacity of the Reading room ☐

21. Status of automation of Library

Yet to intimate ☐

Partially automated ☐

Fully automated ☐

22. Which of the following services/facilities are provided in the library?

Circulation ☐

Clipping ☐

Bibliographic compilation ☐

Reference ☐

Information display and notification ☐

Book Bank ☐

Photocopying ☐

Computer and Printer ☐

Internet ☐

Online access facility ☐

Inter-library borrowing ☐

Power back up ☐

User orientation /information literacy ☐

Any other (please specify and indicate) ☐

23. Are students allowed to retain books for examinations?

Yes		No	

24. Furnish information on the following

    Average number of books issued/returned per day ☐

    Maximum number of days books are permitted to be retained

        by students ☐

        by faculty ☐

    Maximum number of books permitted for issue

               for students ☐

               for faculty ☐

    Average number of users who visited/consulted per month ☐

    Ratio of library books (excluding textbooks and book bank

    facility)to the number of students enrolled ☐

25. What is the percentage of library budget in relation to total budget of the institution

    ☐

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I		II		III	
	Number	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**
Text books						
Other books						
Journals/ Periodicals						
Any others specify and indicate						
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.			
M.Ed. (Full Time)			
M.Ed. (Part Time)			

2. Does the Institution have the tutor-ward/or any similar mentoring system?

   Yes ☐   No ☐

   If yes, how many students are under the care of a mentor/tutor?

   ☐

3. Does the institution offer Remedial instruction?

   Yes ☐   No ☐

4. Does the institution offer Bridge courses?

   Yes ☐   No ☐

5. Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage									
Number of first classes									
Number of distinctions									
Exemplary performances (Gold Medal and university ranks)									

6. Number of students who have passed competitive examinations during
    the last three years (provide year wise data)

	I	II	III
NET			
SLET/SET			
Any other (specify and indicate)			

7. Mention the number of students who have received financial aid during
    the past three years.

Financial Aid	I	II	III
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession			
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes		No	

9. Does the institution provide Residential accommodation for:

Faculty | Yes | | No | |

Non-teaching staff | Yes | | No | |

10. Does the institution provide Hostel facility for its students?

Yes		No	

If yes, number of students residing in hostels

Men | |

Women | |

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields

Yes		No	

Indoor sports facilities

Yes		No	

Gymnasium

Yes		No	

12. Availability of rest rooms for Women

Yes		No	

13. Availability of rest rooms for men

Yes		No	

14. Is there transport facility available?

Yes		No	

15. Does the Institution obtain feedback from students on their campus experience?

Yes		No	

16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate						
Inter-university						
National						
Any other						

(specify and indicate)					

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State		
Regional		
National		
International		

18. Does the institution have an active Alumni Association?

Yes		No	

If yes, give the year of establishment

19. Does the institution have a Student Association/Council?

Yes [ ]   No [ ]

20. Does the institution regularly publish a college magazine?

Yes [ ]   No [ ]

21. Does the institution publish its updated prospectus annually?

Yes [ ]   No [ ]

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies			
Employment (Total)			
Teaching			
Non teaching			

23. Is there a placement cell in the institution?

Yes ☐   No ☐

If yes, how many students were employed through placement cell during the past three years.

1	2	3

24. Does the institution provide the following guidance and counselling services to students?   Yes   No

- Academic guidance and Counseling ☐ ☐
- Personal Counseling ☐ ☐
- Career Counseling ☐ ☐

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

    Yes ☐   No ☐

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	
Staff council	
IQAC/or any other similar body/committee	
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes ☐	No ☐
Medical assistance	Yes ☐	No ☐
Insurance	Yes ☐	No ☐
Other (specify and indicate)	Yes ☐	No ☐

4. Number of career development programmes made available for non-teaching staff during the last three years

    ☐☐☐

5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement Program   of the UGC/NCTE or any other recognized organisation

b. Number of teachers who were sponsored for professional   development programmes by the institution

National

International

c. Number of faculty development programmes organized by   the Institution:

d. Number of Seminars/ workshops/symposia on Curricular development,

Teaching- learning, Assessment, etc. organised by the institution

e. Research development programmes attended by the faculty

f. Invited/endowment lectures at the institution

Any other area (specify the programme and indicate)

6. How does the institution monitor the performance of the teaching and non-teaching staff?

   a. Self-appraisal   Yes [ ]   No [ ]

   b. Student assessment of faculty performance   Yes [ ]   No [ ]

   c. Expert assessment of faculty performance   Yes [ ]   No [ ]

   d. Combination of one or more of the above   Yes [ ]   No [ ]

   e. Any other (specify and indicate)   Yes [ ]   No [ ]

7. Are the faculty assigned additional administrative work?

   Yes [ ]   No [ ]

   If yes, give the number of hours spent by the faculty per week

   [ ]

8. Provide the income received under various heads of the account by the institution for previous academic session

   Grant-in-aid   [ ]

   Fees   [ ]

   Donation   [ ]

   Self-funded courses   [ ]

   Any other (specify and indicate) [ ]

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty		
% spent on the salary of non-teaching employees		
% spent on books and journals		
% spent on developmental activities (expansion of building)		

% spent on telephone, electricity and water		
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.		
% spent on maintenance of equipment, teaching aids, contingency etc.		
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)		
% spent on travel		
Any other (specify and indicate)		
Total expenditure incurred		

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.   Deficit in Rs.

11. Is there an internal financial audit mechanism?

Yes [ ]   No [ ]

12. Is there an external financial audit mechanism?

Yes [ ]   No [ ]

13. ICT/Technology supported activities/units of the institution:

Administration	Yes [ ]	No [ ]	
Finance	Yes [ ]	No [ ]	
Student Records	Yes [ ]	No [ ]	

Career Counselling

Yes		No	

Aptitude Testing

Yes		No	

Examinations/Evaluation/

Yes		No	

Assessment

Yes		No	

Any other (specify and indicate)

Yes		No	

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes ☐   No ☐

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes ☐   No ☐

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes ☐   No ☐

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes ☐   No ☐

18. Is a grievance redressal mechanism in vogue in the institution?
    a) for teachers ☐
    b) for students ☐
    c) for non - teaching staff ☐

19. Are there any ongoing legal disputes pertaining to the institution?

Yes ☐   No ☐

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes ☐   No ☐

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes ☐   No ☐

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes ☐   No ☐

2. Do students participate in the Quality Enhancement of the Institution?

Yes ☐   No ☐

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC				
b	ST				
c	OBC				
d	Physically challenged				
e	General Category				
f	Rural				
g	Urban				
h	Any other (specify)				

4.   What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC				
b	ST				
c	OBC				
d	Women				
e	Physically challenged				
f	General Category				
g	Any other (specify)				

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC				
ST				
OBC				
Physically challenged				
General Category				
Rural				
Urban				
Any other (specify)				

Part II: The Evaluative Report

This part of the report has to present a meaningful self-evaluation of the institution giving details on the aspects and processes with reference to the core values explained earlier. This part also requires key aspects wise details. It should be organized under the following three sections - an Executive summary giving a brief on the SWOT analysis of the institution, Criterion-wise analysis of the specified key aspects and Mapping of Academic Activities of the Institution. All the three sections put together **should not exceed 200 pages**. To be able to adhere to the page limit, repetition of descriptive information already given may be avoided by providing appropriate reference. Overall the details provided in this section should basically strengthen the quantitative data provided in Part I of this manual.

1. Executive Summary

This may be a brief summary not exceeding two pages, covering institution specific information i.e. the environment in which the institution operates, the regulatory bodies and their controls, key relationship with the practice teaching schools and the community and the challenges faced by the institution in building a quality institution.

2. Criterion- Wise Analysis:

Care may be taken to make this part of the report brief and evaluative by providing only crucial details. The questions given below each criterion are meant to help the institution to cover the major aspects of the various institutional processes and quality initiatives of the institution. Information overlaps and repetitions may be avoided by giving appropriate references to the details/information provided in the earlier sections or questions.

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

5. Does the institution make use of ICT for curricular planning? If yes give details.

1.2 Academic Flexibility

1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc..

4. How does the institution ensure the inclusion of the following aspects in the curriculum?
   i. Interdisciplinary/Multidisciplinary
   ii. Multi-skill development
   iii. Inclusive education
   iv. Practice teaching

     v. School experience / internship

    vi. Work experience /SUPW

   vii. Any other (specify and give details)

(Also list out the programmes/courses where the above aspects have been incorporated).

1.3   Feedback on Curriculum

1. How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

3. What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

1.4   Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

1.5   Best Practices in curricular Aspects

1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

2. What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Curricular aspects* and how have they been acted upon?
2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Criterion II: Teaching-Learning and Evaluation

2.1   Admission Process and Student Profile

1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?
2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?
3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?
4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)
5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

2.2   Catering to Diverse Needs

1. Describe how the institution works towards creating an over all environment conducive to learning and development of the students?
2. How does the institution cater to the diverse learning needs of the students?
3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?
4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?
5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

2.3   Teaching-Learning Process

1. How does the institution engage students in "active learning"? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)
2. How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?
3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.
4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.
5. Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

7. Describe the process of Block Teaching / Internship of students in vogue.

8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

2.4   Teacher Quality

1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

2.5   Evaluation Process and Reforms

1. How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)
2. Provide details of various assessment /evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?
3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?
4. How is ICT used in assessment and evaluation processes?

2.6 Best Practices in Teaching -Learning and Evaluation Process
1. Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?
2. How does the institution reflect on the best practice in the delivery of   instruction, including use of technology?

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment
1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Teaching Learning* and *Evaluation* and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

1. How does the institution motivate its teachers to take up research in education?
2. What are the thrust areas of research prioritized by the institution?
3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.
4. Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.

3.2 Research and Publication Output

1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.
2. Give details on facilitates available with the institution for developing instructional materials?
3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.
4. Give details on various training programs and/or workshops on material development (both instructional and other materials)
   a. Organised by the institution
   b. Attended by the staff
   c. Training provided to the staff
5. List the journals in which the faculty members have published papers in the last five years.
6. Give details of the awards, honors and patents received by the faculty members in last five years.
7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

3.3 Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.
2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?
4. How does the institution use the revenue generated through consultancy?

3.4   Extension Activities

1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)
2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)
3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?
4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.
5. How does the institution develop social and citizenship values and skills among its students?

3.5   Collaborations

1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.
2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.
3. How did the linkages if any contribute to the following?
   • Curriculum Development
   • Teaching
   • Training
   • Practice Teaching
   • Research
   • Consultancy
   • Extension
   • Publication
   • Student Placement
4. What are the linkages of the institution with the school sector? (Institute-school-community networking)

5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.
6. How does the faculty collaborate with school and other college or university faculty?

3.6 Best Practices in Research, Consultancy and Extension

1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?
2. What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Research Consultancy and Extension* and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.
2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?
3. List the infrastructure facilities available for co-curricular activities and extra curricular activities including games and sports.
4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)
6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

4.2 Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.
   - Building
   - Laboratories
   - Furniture
   - Equipments
   - Computers
   - Transport/Vehicle
2. How does the institution plan and ensure that the available infrastructure is optimally utilized?
3. How does the institution consider the environmental issues associated with the infrastructure?

4.3 Library as a Learning Resource

1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?
2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).
3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.
4. Is your library computerized? If yes, give details.
5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

6. Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.
7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)
8. How do the staff and students come to know of the new arrivals?
9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?
10. What are the special facilities offered by the library to the visually and physically challenged persons?

4.4   ICT as learning Resource

1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.
2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included
3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?
4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

4.5 Other Facilities

1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.
2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?
3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.
5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

4.6   Best Practices in Infrastructure and Learning Resources

1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?
2. List innovative practices related to the use of ICT, which contributed to quality enhancement.
3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

Criterion V: Student Support and Progression

5.1 Student Progression

1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

5. What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

8. What are the difficulties (if any) faced by placement cell? How does the institution over come these difficulties?

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

5.2 Student Support

1. How are the curricular (teaching- learning processes), co-curricular and extra curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?
2. How is the curricular planning done differently for physically challenged students?
3. Does the institution have mentoring arrangements? If yes, how is it organised?
4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?
5. Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?
6. Does the institution have a remedial programme for academically low achievers? If yes, give details.
7. What specific teaching strategies are adopted for teaching
   a) Advanced learners and (b) Slow Learners
8. What are the various guidance and counselling services available to the students? Give details.
9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?
10. How is the progress of the candidates at different stages of programs monitored and advised?
11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,
   - (i) List the current office bearers
   - (ii) Give the year of the last election
   - (iii) List Alumni Association activities of last two years.
   - (iv) Give details of the top ten alumni occupying prominent position.
   - (v) Give details on the contribution of alumni to the growth and development of the institution.
2. How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.
3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.
4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding
5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.
6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression**?**

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?
2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?
3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)
4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?
5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?
6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?
7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?
8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

6.2 Organizational Arrangements

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.
2. Give the organizational structure and the details of the academic and administrative bodies of the institution.
3. To what extent is the administration decentralized? Give the structure and details of its functioning.

4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

6.3 Strategy Development and Deployment

1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

7. How does the institution plan and deploy the new technology?

6.4 Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)
4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.
5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?
6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).
7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).
8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).
9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?
10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.
11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

6.5   Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated
2. What is the quantum of resources mobilized through donations? Give information for the last three years.

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?
4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)
5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).
6. Has the institution computerized its finance management systems? If yes, give details.

6. 6 Best practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?

Criterion VII: Innovative Practices

7. 1   Internal Quality Assurance System

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.
2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.
3. How does the institution ensure the quality of its academic programmes?
4. How does the institution ensure the quality of its administration and financial management processes?
5. How does the institution identify and share good practices with various constituents of the institution.

7.2 Inclusive Practices

1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

7. 3 Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?
2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?
3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

Additional Information to be provided by Institutions opting for Re-accreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

3. Mapping of Academic Activities of the Institution

This is essential to get an accurate picture on admissions, curricular and co-curricular activities of the institution. The mapping when sincerely completed will reflect the efforts of the institution in achieving its vision and mission.

Guidelines on how to fill the grid

(1) The grid on page 105 provides an example of how to map out various academic and co-curricular activities of the B. Ed. programme. The grid at page 84 may be modified for various programmes according to the duration of the teacher education programme and its activities.

(2) For example, the B.Ed. session should consist of at least 33 working weeks of 6 days each and each working day should be of six hours of instructional activities. The session-end examinations should commence during the 33rd week while the admissions should as far as possible be completed during the first week. The intervening 31 weeks should be devoted to instructional activities and planned self-study. This 33-week session does not include breaks such as autumn/Pooja/winter/Christmas etc.

(3) If the admissions are spread over the first two weeks, then cells 1 and 2 against "Admissions" should be shaded with a pencil (use a HB pencil, as far as possible).

(4) If the orientation programme is spread over 3 days in the third week, then the first half of the third cell against 'orientation' should be shaded.

(5) If the practice teaching starts during the 21st week and continues till the 25th week, then cells 21-25 against "practice teaching" should be shaded.

In case, the practice teaching is truncated and conducted in two phases and Phase I is spread over weeks 11 to 15 and students go to practice teaching schools two days a week, then cells 11-15 against practice teaching should be shaded proportionately as shown below:
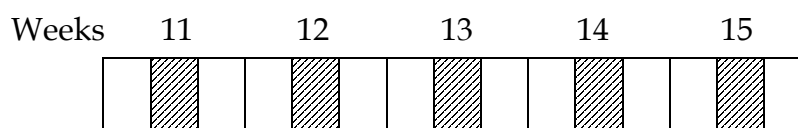
(6) It is important that mapping of activities, academic as well as co-curricular, in the grid provides an accurate picture of which activities were organised during the preceding session and when they were organised. It is not necessary that various activities listed in column 1 be organised in the same sequence. An institution may organise the set of activities in a manner that reflects its educational vision faithfully.

(7) In case, column # 1 in the grid is inadequate for listing of activities, you may use an additional sheet of paper and extend the grid.

Mapping of Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation																																	
Theory																																	
Tutorials/ Seminars																																	
Sessional Work – Tests & Assignments																																	
Practical Work																																	
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations																																	
Practice Teaching/ Internship																																	
Co-curricular Activities																																	
Working with community/ project work																																	
End-Term Examination																																	

Note: A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement

D. Declaration by the Head of the Institution

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

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

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

Signature of the Head of the institution with seal:

Place:

Date:

Section C: Appendices

1. Sample Questionnaires for feedback from Students

2. Sample formats for Teacher appraisal Reports

3. Value Framework for Assessment of Higher Education Institution and Suggested Parameters

4. Documents to be annexed with the Self-appraisal Report

5. Data Sheet to record the "Best Practice"

6. Glossary

7. Abbreviations

Appendix 1: Sample Questionnaires for Feedback from Students

A Sample suggestive questionnaire to obtain feedback from students is given in this Appendix. As the sample questionnaires are framed for institutions catering to liberal Arts and Science streams it is advised that the TEI's evolve suitable questionnaires as for the programme requirements. The data/information collected through such questionnaire , analysed and appropriately used is expected to form an important input for quality enhancement of the institution.

Sample Questionnaires for Feedback from Students
Affiliated/Constituent Colleges

Questionnaire No. 1
College XYZ

Programme:

Department: Semester/Term/Year:

Students are required to rate the courses on the following attributes using the 4 - point scale shown. The format given is for one course. Do the same for other courses on separate page.

4.00	3.00	2.00	1.50	0.0
A	B	C	D	
Very Good	**Good**	**Satisfactory**	**Unsatisfactory**	
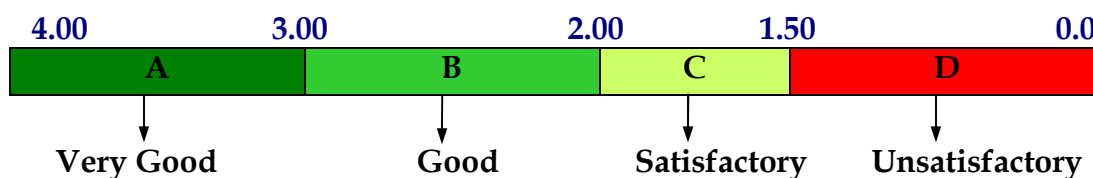
Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any				
2. Extent of coverage of course				
3. Applicability/relevance to real life situations				
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)				
5. Clarity and relevance of textual reading material				
6. Relevance of additional source material (Library)				
7. Extent of effort required by students				
8. Overall rating				

Questionnaire No. 2

College XYZ

Student Feedback on Teachers

Department :   Semester/Term/Year :

Please rate the teacher on the following attributes using the 4 -point scale shown

4.00	3.00	2.00	1.50	0.0
A	B	C	D	

Very Good   **Good**   **Satisfactory**   **Unsatisfactory**
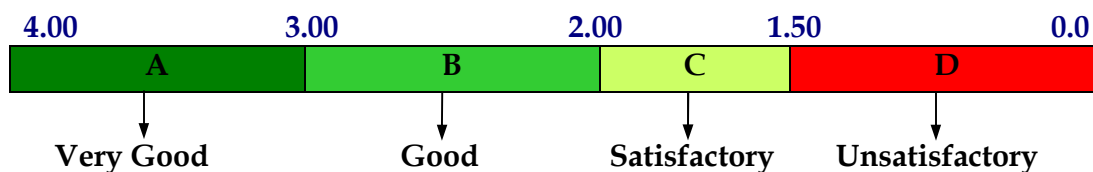
Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)				
2. Communication Skills (in terms of articulation and comprehensibility)				
3. Sincerity / Commitment of the teacher				
4. Interest generated by the teacher				
5. Ability to integrate course material with environment/other issues, to provide a broader perspective				
6. Ability to integrate content with other courses				
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)				
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course				
9. Provision of sufficient time for feedback				
10. Overall rating				

Questionnaire No. 3

College XYZ

Students' overall Evaluation of the programme and Teaching

(To be filled only after the course results are declared)

Department :   Course   :

Teacher   :   Year   :

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

   a) adequate   b) inadequate
   c) challenging   d) dull

2. Background for benefiting from the course was
   a) more than adequate   b) adequate
   c) inadequate   d) cannot say

3. Was the course easy or difficult to understand?
   a) easy   b) manageable
   c) difficult   d) very difficult

4. How much of the syllabus was covered in the class?
   a) 85 to 100%   b) 70 to 85%
   c) 55 to 70%   d) less than 55%

5. What is your opinion about the library material and facilities for the course?
   a) more than adequate   b) adequate
   c) inadequate   d) very poor

6. To what extent were you able to get material for the prescribed readings?
    a) Easily
    b) with some difficulty
    c) not available at all
    d) with great difficulty

7. How well did the teacher prepare for the classes?
    a) thoroughly
    b) satisfactorily
    c) poorly
    d) indifferently

8. How well was the teacher able to communicate?
    a) Always effective
    b) sometimes effective
    c) Just satisfactorily
    d) generally ineffective

9. How far the teacher encourages student participation in class?
    a) mostly yes
    b) sometimes
    c) not at all
    d) always

10. If yes, which of the following methods were used?
    a) Encouraged to raise questions
    b) get involved in discussion in class
    c) encourage discussion outside class
    d) did not encourage

11. How helpful was the teacher in advising?
    a) Very helpful
    b) sometimes helpful
    c) not at all helpful
    d) did not advise

12. The teacher's approach can best be described as
    a) Always courteous
    b) sometimes rude
    c) always indifferent
    d) cannot say

13. Internal assessment was
    a) Always fair
    b) sometimes unfair
    c) Usually unfair
    d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?
    a) Helps to improve
    b) discouraging
    c) no special effect
    d) sometimes effective

15. How often did the teacher provide feedback on your performance?
    a) Regularly/in time   b) with helpful comment
    c) often/ late   d) without any comments

16. Were your assignments discussed with you?
    a) Yes, fully   b) yes, partly
    c) not discussed at all   d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?
    a) Yes   b) no

    If yes, was it helpful?
    a) Yes   b) no

18. If you have other comments to offer on the course and suggestions for the teacher you
    may do so in the space given below or on a separate sheet.

Appendix- 2: Sample formats for Teacher appraisal Reports
(Source: UGC)

Format- 1

PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL OF TEACHERS

i) **General Information**

   a) Name :

   b) Address (Residential) :   Ph. No. :

   c) Designation :

   d) Department :

   e) Date of Birth :

   f) Area of Specialization :

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School				
Higher Secondary or Pre-degree				
Bachelor's Degree (s)				
Master's Degree (s)				
Research Degree (s)				
Other Diploma / Certificates etc.				

* Teachers already in employment at the time of introduction of the scheme and for new entrants at   the time of joining of the institution.

ii) **Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) **Research Projects carried out**

Title of the Project	Name of the funding Agency	Duration	Remarks

C) **Seminars, Conferences, Symposia Workshops etc. attended**

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration

iv) U.G.
  (B.A./B.Sc., etc.   Pass)
  (B.A./B.Sc. etc. Hons.)		

v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience :

_____

a) Under-graduate (Pass) :

_____

b) Under-graduate (Hons):

_____

c) Post-graduate   : _____

viii)   Innovations/Contributions in Teaching

  a)   Design of Curriculum

  b)   Teaching methods

  c)   Laboratory experiments

  d)   Evaluation methods

  e)   Preparation of resource material
      Including books, reading materials,
      Laboratory manuals etc.

  f)   Remedial Teaching / Student Counseling (academic)

  g)   Any Other

ix)   Extension Work/Community Service

a)   Please give a short account of your contribution to:

i)   Community work
        such as values of National Integration,
        secularism, democracy, socialism, humanism, peace,
        scientific temper, flood or drought relief, small family norms etc.

ii)   National Literacy Mission

b)   Positions held/Leadership role played in organizations linked with Extension
        Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities

c) Enrichment of Campus Life
    (Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees
    on Education and National Development

f) Professional Organization of Teachers.

E. (a) **Membership of Professional Bodies, Societies etc.**

    (b) Editorship of Journals

F. Any other information

(Signature of the Teacher)

Format- 2

**PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS**

A.   General Information

a) Name

b) Date of Birth

c) Address (Residential)   Ph.No.

d) Designation

e) Department

f) Area of Specialization

g) Date of Appointment

   (i)   in the institution

   (ii)   in the present post

h) Honors Conferred

B. Teaching

(a) Classes Taught

Class	Periods		
	Assigned per week **L T/P	Taught in the year L T/P	Steps taken for the teaching of periods missed during absence or leave
	(1)	(2)	(3)

i) U.G.
    (B.A./B.Sc.etc. pass)
    (B.A./B.Sc.etc.
Hons)
 	
ii) PG
    (M.A./M.Sc.etc.)
 	
iii) M.Phil
 	
iv) Any other			

* (To be filled at the end of every academic year)
** L=Lecture   T=Tutorial   P=Practical

b) Regularity and Punctuality

c)   Details of course teaching plan, synopses of lecturers, and reading lists
     supplied to   students

d) Details of participation in the following:

   (i)   University Education

   (ii)   Internal Evaluation

   (iii)   Paper Setting

   (iv)   Assessment of Home assignments

   (v)   Conduct of Examinations

   (vi)   Evaluation of Dissertation etc.

C. Details of Innovations / Contribution in Teaching, during the year :

a) Design of curriculum

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material including books, reading materials, laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic)

g) Any other

D. *Improvement of Professional Competence:*

(a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

E. Research Contributions:

a) Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil			
Ph.D.			

b) No. of research papers published (please enclose list)

c) Research Projects:

Title of the Project	Name of the funding agency	Duration

d) Details of Seminars, Conferences, Symposia organized

e) Patents taken, if any, give a brief description

f) Membership of Professional Bodies, Editorship of Journals etc.

F. Extension Work/Community Service

a) Please give a short account of your contribution to:

   i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

   ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

G. Participation in Corporate Life:

Please give a short account of your contribution to:

a)   College/University/Institution

b)   Co-curricular activities

c) Enrichment of campus life
   (hostels, sports, games, cultural activities)

d) Students welfare and Discipline

e) Membership/Participation in Bodies/Committees on Education and National Development

f) Professional Organizations of Teachers

H. Assessment

a) Steps taken by you for the evaluation of the course programme taught

I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

(Signature of the Teacher)

J. * Verification of factual data

   A. General Information

   B. Teaching

   C. Details of Innovations/Contribution in teaching, during the year

   D. Improvement of Professional competence

   E. Research contributions

   F. Extension work/community service

   G. Participation in Corporate Life

(Signature of the Person authorized*)

*By a person to be nominated by Principal/Vice-Chancellor.

3. Value Framework for Assessment of Higher Education Institution* and Suggested Parameters

Values/Goals	Suggested Parameters/Activities
1. Contribution to National Development	⇨ More access with equity ⇨ Developmental thrust in identification of research areas and academic programmes ⇨ Community engagement
2. Fostering Global Competencies among Students	⇨ Development of generic skills ⇨ Development of application skills ⇨ Development of life skills
3. Inculcating Value System in Students	⇨ Value integration in academic programmes ⇨ Value integration in management practices ⇨ Value inculcation through co-curricular and extra-curricular activities
4. Promoting the Use of Technology	⇨ For enrichment of learning ⇨ For increasing the access-online programmes ⇨ For system management
5. Quest for Excellence	⇨ Development of benchmarks of excellence ⇨ Best Practices application ⇨ Institutionalization of continuous improvement systems

* The list is only illustrative. Institutions may identify many other parameters/activities depending on their context.

4. Documents to be annexed with the Self-appraisal Report

The SAR should be accompanied by the supporting documents for the statements made. The following list gives the details of some of the important documents to be sent to the NAAC along with the SAR. These will help NAAC and the peer team in its pre-visit preparation.

1. A brief note on teacher education scenario in the state, rules, regulations and policies on academic and administrative governance issued by the state and central Govt. / regulatory bodies and affiliating University/board (not exceeding two A4 size pages)

2. Institutional academic calendar and timetable.

3. A copy of the syllabus.

4. Master plan of the institution

5. Sample of student feedback on curriculum and faculty, if any

6. Audited income-expenditure statement for the previous financial year

7. A copy of the latest recognition order issued by NCTE

8. University results for previous academic year

9. Sample of feedback on Practice Teaching by Teacher Educators, by Peers and Staff of Practice teaching Schools

Besides these, any other records (supporting documents) necessary to make an objective study, such as minutes of meetings, excerpts of administrative records, etc., may have to be made available as and when they are called for during peer team visit. You may be required to arrange for Photocopies of some of them on request of the peer team.

Note: All the supporting documents annexed with the self-appraisal report have to be signed by the Principal/Head of the institution and seal affixed.

5. Data Sheet to record the 'Best Practices'

There may be many 'Best Practices' in your institution that add value to the education you are offering. You may identify one or two validated 'Best Practices' and provide details on them in the format given here. Care may be taken to avoid general/superfluous descriptions and to focus on concrete practice.

1. Title of the practice
2. The context that required initiation of the practice (100-200 words)
3. Objectives of the practice (50-60 words)
4. The Practice (250-300 words)
5. Obstacles faced if any and strategies adopted to overcome them (150-200 words)
6. Impact of the practice (1000 words)
7. Resources required
8. Contact person for further details.

Glossary

6. GLOSSARY

Academic bodies - various statutory bodies or any other important bodies like Boards of Studies, Academic Planning Board, Academic Council, etc which are responsible for academic decision-making.

Academic calendar - the schedule of the institution for the academic year giving details like dates of reopening and closing, holidays, exams, results, convocation, etc.

Academic growth of the institution - enhancement in the teaching, learning, research and extension activities of the institution in quality as well as quantity.

Access - a term used in discussions of the opportunities that an educational or training system offers regarding entry requirements (exam qualifications, etc.) so as to offer wider access, i.e., entry opportunities for a much wider range of applicants than was traditionally the case.

Accreditation- - certification of an academic institution with reference to quality provision that is valid for a fixed period. In the case of NAAC's accreditation, the period of validity is five years.

Achievement - accomplishment or proficiency of performance in a given scale or body of knowledge[1]. Achievement or Performance in school or college in a standardized series of educational tests. The term is used more generally to describe performance in the subjects of the curriculum[2].

Action plan - specific actions that respond to short-and longer-term strategic objectives. Action plans include details of resource commitments and time horizons for accomplishment.

Action research - on the spot research aimed at solving of an immediate practical problem or for providing information for decision making at the local level : class room in case of B. Ed programme.

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[1] - Dictionary of Education, Edited Carter V. Good; Mc Graw-HillBook Company, New York/New Delhi

[2] - International Directory of London (1977).

Active learning - active learning refers to interactive instructional techniques that engage students in such higher-order thinking tasks as analysis, synthesis, and evaluation. Students engaged in active learning might use resources beyond the faculty, such as libraries, Web sites, interviews or focus groups, to obtain information. They may demonstrate their abilities to analyze, synthesize, and evaluate through projects, presentations, experiments, simulations, internships, practicum, independent study projects, peer teaching, role playing, or written documents. Students involved in active learning often organize their work, research information, discuss and explain ideas, observe demonstrations or phenomena, solve problems, and formulate questions of their own.[3]

Advanced learners those who have already learnt the basics or Students who have performed at higher level

Affiliated college - a college which functions under the governance of a university which legislates on courses of study, holds examinations centrally on common syllabi and awards the degree

Assessment - performance evaluation of an institution or its unit (also see evaluation)

Assessors - trained specialists who assess the performance of the institution (Also refer panel of peers)

Assignments - work produced by students and used by the teacher educators for the purposes of interaction and evaluation

Audio-visual - specifically, a term used to describe instructional materials or system which use both sound and vision; more generally , a term used to describe all educational communication media.

Audio – visual aids - audio – visual aids use the senses of both sights (seeing) and sound (hearing) collectively or sometimes individually. These aids include Sound Films; Filmstrips; Tapes/slides, broadcast television, Closed Circuit Television (CCTV), video-Recording etc. Recently, microprocessors have also been used in computer-assisted learning/training.

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[3]   -   Baldrige National Quality Program- Education Criteria for Performance Excellence (2005) . Web site : www.baldrige.nist.gov

Autonomous colleges	-	colleges that have been conferred the special status to design their curriculum and conduct examinations within the broad frame work of the parent university. However, the degree awarding power is vested with the university.
Basic learning needs	-	basic learning needs comprise both essential learning tools (such as literacy, oral expression, numeracy, problem solving etc.) and the basic learning content (such as the knowledge, skills values, attitude, etc.) required by human beings to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning.
Best practices	-	practices which when effectively linked together, can be expected to lead to sustainable world class out comes in quality provisions, student satisfaction, flexibility timeliness, innovations and cost effectiveness.
Bridge course	-	courses designed for students who have general difficulties to cope with a curriculum owing to the sudden transition to a higher level of study. The bridge course is often of a short duration and it intends to bridge the gap between two levels of competence, one, present and the other, to be acquired.
Budget	-	1. budget is a quantitative statement and usually in financial terms of the planned allocations and use resources 2. an itemized list of expected income and expenditure for specific future period[3a]. It is the annual financial statement of income and expenditure of government for a fiscal year and is generally approved by a committee constituted for the purpose.
Capital expenditure	-	capital expenditure is the expenditure for assets that last longer than one year, and includes expenditure incurred on the purchase of land, construction of building of an educational institution, fitting, fixtures, development of play ground, hedging, protection walls of the institution and on development of institutional infrastructure that last for more than a year.
Chairperson	-	an eminent educationist chosen to lead the peer team (with reference to this document)

[3a] - International Dictionary of Management, by H. Johannsen and G. Terry Page, Kogan Page, London.

Co-curricular activities	-	activities which support the curriculum such as field trips, display of academic achievements (as in science exhibition) etc.
Communication	-	keeping everyone in touch and promoting TQM within the institution. This involves upward, downward and horizontal communication.
Community engagement	-	is primarily aimed at bringing in awareness and helping people within a local community to identify social needs, to consider the most effective ways of meeting these and to set about doing so, in so far as their available resources permit.
Community orientation	-	acclimatization to the ethos of an organization, be it a college community or that which is in the neighborhood. Often it refers to the latter.
Competence	-	a broad term used to describe the range of abilities that people can demonstrate. Competences are often expressed in the form of 'can do' statements, such as' can work effectively as a member of a team'
Competencies	-	ability to apply to practical situations the essential principles and techniques of a particular subject matter[4].
Composite college	-	is a college in which more than one level and type of courses in Higher Education are offered. For E.g. colleges offering BA, BSc, MBA and B.Ed. courses
Computer-aided (assisted) assessment,	-	an assessment through an examination or test that is constructed and/or administered and /or marked with the aid of a computer.
Conflict of interest	-	the element of prejudice and personal bias, which may be in conflict with a free and uninhibited discharge of a duty or function.
Constituencies of an institution	-	various departments in the institution including administration and other wings.
Constituent colleges	-	colleges run or managed by the university directly.
Consultancy	-	activity with or without remuneration for which the expertise and the specific knowledge base of the faculty become the major input.
Content	-	The subject matter or discipline that teachers are being prepared to teach at the elementary, middle level, and/or secondary level. Content also refers to the professional field of study (e.g. special education, early child-hood or school administration)
Core values	-	are the values to which all Higher Education Institutions should relate in the accreditation context. As enumerated by NAAC, these are five: 1. Contributing to National Development, 2. Fostering global competencies among students, 3. Inculcating a value system in students, 4. Promoting the use of technology, and 5. Quest for excellence.

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[4]   Directory of Education, edited by Carter V. Good; Mc Graw-Hill Book Company, New York/New Delhi

Counseling	-	exhorting, assisting and guiding students individually or collectively for academic, career, personal and financial decision-making.
Course	-	a course is a planned series of learning experiences in a particular range of subjects or skills, offered by an institution and undertaken by one or more learners[5].
Course outline	-	outline for the prescribed course content framework of a course of study
Courseware	-	(a) a term that is becoming increasingly used as a synonym for instructional software; (b) the actual instructional material, including both the content and the instructional technique, that is incorporated in the computer based instruction system, as opposed to the software, which is taken to refer to the computer program that controls the computer's operation.
Criteria	-	pre-determined standards of functioning of an institution of higher education, that form the basis of assessment and accreditation by NAAC.
Criterion statements	-	these, listed under criterion broadly encapsulate the best practices envisaged under that criterion
Cultural Background	-	The context of one's life experience as shaped by membership in groups based on caste, religion, socioeconomic status, gender, exceptionalities, language and geographical location .
Curricular aspects	-	features of a curriculum – goal orientation, design, updating, relevance, practicability, flexibility etc and the processes by which these are made possible.
Curricular design/model	-	a curriculum is the way of selecting and organizing courses of study offered to learners on the basis of the educational policy of an agency; the pattern of organization may be called 'design'; the different ways in which the design is made manifest are 'models'. The UGC, for instance, organizes courses at the U.G level of study in terms of core, foundation and elective courses; there are also other models such as the cafeteria model popular in the West
Curriculum	-	Courses, experiences and assessments necessary to prepare , student teachers to teach or work with students at a specific age level and / or to teach a specific subject areas or sections covered within a specified course of study.

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[5] - EFA, the year 2000 Assessment – Technical Guidelines, UNESCO, Paris,

Curriculum transaction	-	actions carried out in order to implement a curriculum
Deficit budget	-	deficit budget is that budget when current expenditure is in excess of the current income or revenues of the institution.
Diversity	-	Differences among groups of people and individuals based on caste, socioeconomic status, gender, exceptionalities, language, religion, , and geographical location.
Drop out	-	a dropout is the pupil who leaves the institution before the completion of a given stage of education or leaving at some intermediate or non-terminal point in a cycle of education[6].
E – format	-	format for enabling submission of institutional data, mostly quantitative, in electronic mode; this data also needs to be put on institutional website for the benefit of various stakeholders.
Education Management Information System (EMIS)	-	EMIS is a formal method of providing educational managers with accurate and timely information so that decision making, planning, project development and implementation and other management functions and operations can be carried out effectively.[7]
Educational innovation	-	educational innovation refers to an idea or practice new to specific educational context that meets specified needs. It is the introduction or promotion of new ideas and methods that are devised in education or school practices which have a substantial effects on changing the existing patterns of behaviour of a group of groups involved.
Educational program	-	educational program is a set of organised and purposeful learning experiences with a minimum duration of one school or academic year, usually offered in an educational institution.[8]
Educational technology	-	the development, application and evaluation of systems, techniques and aids to improve the process of learning
Elective options	-	a choice available to students to select from among a large number of subjects.

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[6] - Primary Education in Lesotho Indicators 1992, by International Instt, for Educational Planning, Paris.

[7] - Literacy Glossary, Asia/Pacific Cultural Centre for UNESCO, Japan.

[8] - Evolution of NGO Projects under MHRD Scheme of Innovative and Experimental Programmes of Elementary Education. NCERT, New Delhi, 2001.

Evaluation	-	evaluation is an important tool for ensuring accountability. (a) a series of activities designed to measure the effectiveness or value of a course, instructional programme, exercise, etc. (b)Evaluation and impact assessment can be summative or formative. Summative processes are carried out to determine how effective project was, whereas formative processes are carried out during the programme (on going) for providing feedback into the program reformulation and effecting mid-course changes.
Exceptionalities	-	A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or service.
Exit meeting	-	the concluding session of the on-site visit which is attended by various representatives of the institution where the Chairperson of the Peer Team will share the highlights of the completed assessment exercise.
Expenditure	-	expenditure means the sums of money actually spent on a project, activity, program etc by the institution during the year.
Expenditure (Revenue Account)	-	expenditure (Revenue Account) includes all expenditure excluding capital expenditure.
Extension	-	the aspect of education which emphasises neighbourhood services. These are often integrated with curricula as extended opportunities intended to help, serve, reflect and learn. The curricular-extension interface has educational value; especially in rural India.
Faculty appraisal	-	is defined as a systematic periodic evaluation of a faculty with respect to his/her performance on the job and his/her potential for development
Faculty development	-	various usually formal training or activities funded by the employer to enhance the attitudes, knowledge and skills of the current faculty/employees. (also applicable for staff development)
Feedback	-	(a) the information received by learners immediately after each of their responses during a sequence of programmed instruction which indicates the correctness (or otherwise) of the response; (b)communication of responses to a teacher by learners, as in a feedback classroom.
Feedback mechanism	-	is a means of automatic control in which actual state of a process is measured and used to obtain a quality that modifies the input to initiate the activity of the control system
Field Experiences	-	A variety of ongoing field-based opportunities in which student teachers may observe, assist, tutor, instruct, and/or conduct research. Field experience normal occur in off-campus settings such as schools, community centers, other social places etc.
Financial year	-	in India, financial year extends from 1st April of the year to the 31st March of the subsequent year.

Format for self-appraisal	-	structured pattern evolved by NAAC to enable an institution to collect, compile and present data.
Generic/transferable skills	-	skills that are fundamental to a class of activities and are transferable from one job or activity to others
Gestation time	-	period required for something to show itself
Global Perspective	-	An understanding of the interdependency of nations and people and the political, economic, ecological and social concepts and values that affect lives within and across national boundaries. It allows for the exploration of multiple perspectives on events and issues.
Goals	-	a result, milestone or checkpoint in the future which will indicate significant progress towards the vision. Achieving a collection of four to six goals would realize the vision. A goal should be[9]:

> ➢ Measurable;
> ➢ Critical for success;
> ➢ Aggressive, benchmarked targets;
> ➢ Specific

Governance	-	The system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all school personnel prepared at the institution
Horizontal mobility	-	the option for movement of student within and across disciplines; vertical mobility generally means moving up the academic or social ladder to perform higher tasks in the academia or society.
Inclusive education	-	inclusive education means that all students (disabled and non–disabled children and young people) in a school/college study together, regardless of their strengths or weaknesses in any area and become part of the school/college community.[10]
Income	-	Income means receipts of the institution during the financial year from all sources.
Independent learning	-	an instructional system in which learners are prepared for carrying on their studies beyond the classroom instruction even without instructors or tutors for direction and assistance. This is for preparing students for Life long learning

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9 - Cases in Total Quality Management by John S. Oakland and Les Porter

10 - Dictionary of Primary Education by Henal Ashraf. A.P.H. Publishing Co, New Delhi, 1999.

Information Technology (IT)	-	Computer hardware and software; voice, data, network , satellite and other telecommunications technologies; and multimedia and application development tools. These technologies are used for the input, storage, processing and communication of information.
Internship	-	Generally, the post-qualification under the supervision of school faculty; sometimes refers to the pre-service school experience.
Infrastructure	-	physical facilities like buildings, play fields, hostels etc., which help run an institutional programme.
Institutional accreditation	-	evaluation of the functioning of an institution in its totality with its central governance structure and all its departments/centres.
Institutionalization	-	formalization of a practice; it is the opposite of any adhoc arrangement which offers extensive flexibility.
Instructional material	-	are those which are designed for teacher and learner to use for instructional and learning purpose
Inter/multi-disciplinary	-	a term used to describe an exercise, programme, course, etc. that draws its material from a number of different subject areas and illustrates the links and relationships that exist between them.
Interaction with a representative group of students	-	to get inputs on the educational experience of students, the visiting team by NAAC will interact with a cross section of students drawn from different sections of the institution (normally a group of 25-30 students)
Interaction with alumni/ alumnae	-	the visiting team of NAAC interacts with alumni /alumnae often in a group of 30 in order to obtain inputs on the impact of the educational experience made available by the institution on the individual, the employer, the community and the society at large.
Interaction with parents	-	the visiting team of NAAC interacts with parents who are one of the stakeholders, who are neither members of the institution nor alumni, often in a group of 30 to obtain feedback on the performance of the institution with specific references to the experience of their wards.
Internal coordination	-	coordination within the institution between different departments, academic and administration, management and faculty, etc.

Internet	-	the Internet, sometimes called simply "the Net", is a worldwide system of computer network – a network of networks in which users at any one computer can, if they have permission, get information from any other computer (and sometimes talk directly to users at other computers).
Intranet	-	an Internal network that operates identically to, but is not necessarily connected, to, the global internet.
Key aspects	-	are the focal aspects in terms of which each of the six criteria is expressed to enable greater efficiency in writing the SAR as well as assessment by the Peer Team.
Learning resources	-	all the resources which may be used by a learner (in isolation or in combination with other learners) to facilitate learning i.e. facilities like library, laboratory, computer centre etc., that are essential resources for the learning experience.
Lesson plan	-	an outline of the important points of a lesson arranged in the order in which they are to be presented to the learners by the teacher.
Life skills	-	a generic term for the various enterprise skills and other process skills needed to cope effectively with the outside world.
Linkage	-	a formal agreement/ understanding between any two institutions for training/ student exchange/ faculty exchange or research.
Manpower Planning	-	a generic term for those techniques used to arrive at a specification of any aspect of future manpower requirement, deployment of development needs.[11]
Manual for Self-appraisal	-	document which details the process of preparing the Self-appraisal Report
Master plan	-	a systematic and planned projection of the institution's path of growth in the years ahead.
Micro teaching		scaled down training situation in which a student teacher teaches a small group of students or peers for a short duration considering one skill at a time, often using video playback to let them see and criticize their own performance.
Midcourse correction	-	are corrections done during the course of implementation of the prescribed curriculum (also see evaluation)

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[11] - A Concise Encyclopaedia of Management Techniques, by Frank Finch. Printed by M/s allied publishers (P) Ltd, New Delhi.

Mission	-	The term "mission" refers to the overall function of an organization. The mission answers the question, "What is this organization attempting to accomplish?" The mission might define students, stakeholders, or markets served: distinctive competencies; or technologies used[12]
Modular curricula	-	courses offered in units which are complete in themselves.
Module	-	a separate and coherent block of learning. Part of a modular programme of studies where the curriculum is divided into a range of similar sized segments.
Monitoring	-	Monitoring is a management function and operates during the programme implementation. With reference to the teaching – learning and student activity it relates to carrying out an on-going assessment or appraisal of a system while it is in operation. It tracks the progress of the students / programme implementation against the pre-defined benchmarks and milestones. All developments are monitored through an efficiently designed assessment system or a Information Management System to find out and identify: Specific problems as they arise for corrective measures and for relevance etc.
Net Enrolment	-	Net Enrolment is the number of pupils in the official school age group in a grade or cycle or level of education in a given school year.
Network	-	a general term for any system consisting of a number of physically separated but interconnected sub-systems, eg computers, word processors, radio or television stations, agencies, institutions, organizations, etc.
Noncore options	-	allied/ ancillary or supporting subjects chosen in fulfillment of course requirements.
Non-formal education		educational activities which are not organised as part of formal teaching
Non-recurring expenditure	-	non-recurring expenditure on education is that expenditure, which is comparable to capital expenditure on education. It includes expenditure on construction, purchase of major equipment, land, hostel, vehicles, development of laboratories, libraries etc.
Objective	-	a desired outcome of an instructional process or programme expressed in highly-specific (generally behavioral) terms
Obsolescence time	-	the length of the time before a learning resource becomes so outdated that it is no longer of any use.

[12] - Cases in Total Quality Management by John S. Oakland and Les Porter

Open access - a practice whereby users are given direct access to all or part of the stock of a library or resource center

Organizational management - systematic governance and administration of the institution.

Outreach programme/activities - a systematic attempt to provide services beyond conventional limits, as to particular segments of a community an educational outreach to illiterate adults.

Outstanding issues - issues of concern identified by the peer team which will be shared with the head of the institution before the finalisation of the assessment report.

Overall grade - though peer assessment is at the criterion-level, the final outcome is in terms of a single grade for the whole unit of assessment known as the overall grade which may include factors not fully covered by the analyses based on criteria alone.

Panel of peers - the panel of experts who will be considered for constituting the peer team. This list will be sent to the Head of the institution to know whether the institution has any reservation against any of the panel members (also see Assessors)

Pedagogical Content Knowledge - The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural back grounds and prior knowledge and experiences of students.

Pedagogical Knowledge - The general concepts, theories and research about effective teaching, regardless of content areas.

Peer assessment - a method of assessment that is based on the consensus opinion of a peer group on the respective contributions to the work of the group made by each individual.

Peer feedback feedback given by the other student – teachers after each practice teaching

Peer teaching - a technique in which the teaching of learners is not done by a teacher but by other learner(s), usually by the co- student teacher or trainee, who has already achieved or intend to achieve the learning objectives involved.

Peer teaching practice teaching in which one student - teacher teaches and the rest act as students

Peers - experts in various fields of higher education who would

assist NAAC in assessment of institutions. Being colleagues in the teaching profession they are reefed as 'peers'.

Performance assessment - A comprehensive assessment through which student teachers demonstrate their proficiencies in subject, professional and pedagogical knowledge, skills and values including their abilities to have positive effects on student learning

Performance appraisal - performance appraisal is systematic assessment of an individual's performance in order to assess his/her training needs, potential for promotion eligibility for a merit increment as part of pay or salary review or for management succession planning. Methods of appraisal include the controlled report, factor rating, forced choice ranking system, task based appraisal etc.[13]

Planning - planning is the formal process of making decisions for the future of individuals and organizations. Plans are statement of things to be done and the sequence and timing in which they should be done in order to achieve a given end.

Policy - policy is a statement of aims, purpose, principles or intentions, which serve as continuing guidelines for management in accomplishing objectives[14].

Policymakers - Representatives of public , statutory and governmental agencies with public education responsibility at the national, state and local levels

Practice lessons lessons presented by the student trainees at the time of practice teaching

Practice teaching - teaching done by student trainee for practicing teaching skills to improve teaching competencies

Practicum - practical experiences by doing a project or conducting a survey in concerned subject/topics

Pre-practice preparation - preparation done before actual practice - teaching

Professional Development - Opportunities for teacher educators to develop new knowledge and skills through in-service education, conference attendance, sabbatical leave, summer leave, intra and inter-institutional visitations, fellowships, and work in schools, etc.

Professional Education - Those individuals employed by a college or university, including

Faculty   graduate teaching assistants, who teach one or more courses in education, provide services to students (e.g. advising, supervise clinical experiences, or administer some portion of the unit.

Professional Knowledge - The historical, economic, sociological, philosophical and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching

Proficiencies - A planned sequence of courses and experiences for preparing teachers and other professional for schools.

Programme options - A range of courses offered at various levels leading to degrees/diplomas/certificates for students to choose from.

Progression - Vertical movement of student from one level of education to the next higher level successfully or towards gainful employment.

Project - a Project is a combination of non-routine activities that must be completed with a set of resources and within a set time interval, e.g. (i) construction of a school building of a specific design, (ii) design of a training programme for a specified group, (iii) production of textbook.

Prospectus - comprehensive document of the institution which contains information on academic, administrative and financial details of the institution.

Quality enhancement - efficiency in efforts at improving the performance or performance efficiency of a system

Recurring expenditure - recurring expenditure on education is the expenditure, which is required to be incurred frequently or which recurs repeatedly. Under this head, we may include salaries and allowances of staff, consumable stores, whitewashing, maintenance etc. of school plant, including repairs and maintenance.

Remedial courses - courses offered to academically disadvantaged students in order to help them cope with academic requirements.

Remedial instruction - a specific unit (or system of units) of instruction based on comprehensive diagnostic finding and intended to overcome a particular learning deficiency or set of learning deficiencies in a student

Remedial programmes - courses offered to academically disadvantaged students in order to help them cope with academic requirements.

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13   -   International Directory of Education by G. Terry Page & J.B. Thomas Kogan Page, London/Nicolas Publishing Com, New York.

14   International Directory of Management (III Edition), By Hano Johannsen & T. Gerry page, 1986.

Research	-	probes into what is known to reach the unknown; it is often the rigour of inquiry which is accomplished by objective pursuit of knowledge that is valued in research.
Research grant	-	the grant generated by the faculty by taking up research projects funded by research agencies.
Scholarship	-	Systematic inquiry into the areas related to teaching, learning and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
School community		people belonging to community of a school – all the stakeholders of the school
Self-appraisal	-	individual's/institutions own evaluation of his/ her/its performance.
Self-appraisal report	-	report prepared by the institution along the guidelines of NAAC and submitted to NAAC as a pre requisite for assessment and accreditation.
Self-assessment	-	assessment of progress, attainment of objectives, etc. by the actual learner, generally by using some sort of questionnaire or criterion-referenced test.
Seminar	-	a small class organized in order to discuss a particular topic or a conference of specialists in a particular field or a short, intensive course on a particular subject or topic.
Seminars, conferences, workshops etc	-	is a group discussion session followed by the presentation of a peer or a lead lecture or a short course with a high degree of participation and discussion between experts and participants
Service	-	Faculty contributions to colleges or university activities, schools, communities and professional associations in ways that are consistent with the institutions mission
Simulated teaching		training in contrived/artificial situation
Simulation	-	an educational, training or research exercise that incorporates in general, any operating representation of a real system or process or part thereof

Skills	-	The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning
Soft copy	-	computer output fed into a storage medium like CD or a floppy as opposed to hard copy.
Software	-	a general term for material which is used in conjunction with hardware. Most of the times, its use is restricted to describe the programs that control computers.
Strategic planning	-	the managerial process of developing and maintaining a viable link between the organization's objectives and resources and its environmental opportunities.[15]
Strategy	-	a specific, medium or long-term plan for making progress towards a goal. A strategy should have the same attributes as a goal but should be more specific and action-oriented. Together a set of strategies, if successfully pursued, will impact the goal measure and eventually achieve the goal.
Student support	-	facilitating mechanism like guidance cell, placement cell, financial aid given to students etc. for encouraging and supporting his/her completion of the programme/course
Student teacher	-	is a student who has enrolled in a Teacher Education Programme
Surplus budget	-	Surplus Budget is that budget when the current expenditure of the institution is less than the current income or revenues of the institution.
Syllabus	-	main heads and topics to be covered by a course of study or institution.[16]
System	-	the structure or organization of an orderly whole, clearly showing the interrelationship between the different parts (sub-systems) and between the parts and the whole.

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15 - International Dictionary of Management, by Hano Johannsen & G. Terry page, 1986, London.

16 - International Dictionary of Management (Third Edition) Edited By Hano Johannsen and G. Terry Page, London.

Teacher training institutes	-	teachers training institutes are those institutes which are engaged in imparting pre-service/in-service teachers training of a specified duration. In India we have the following Teachers Training Institutions:

- District Institutes of Education and Training (DIET's)
- Colleges of Teacher Education (CTE's), both government and private
- Institutes of Advanced Study in Education (IASE's)
- Regional Institutes of NCERT
- Affiliated colleges (Government, Non Government)

Teaching-Learning Material (TLM)	-	the teacher in order to augment learning to take place amongst the pupils uses teaching learning materials. These include books, notebooks, charts, AV aids, chalks, black boards, slide projector, over head projector, computer, internet, education kits, science kits, mathematic kit, etc.
Teaching-learning methods (TLMs)	-	teaching-learning methods are process in the education of a student that facilitate learning. Teaching learning methods are undergoing changes over time especially after the introduction of computers and the emergence of multimedia application.
Team teaching	-	a teaching technique in which two or more teachers share responsibilities for a given instructional programme with the same group of learners.
Technology Use of	-	What candidates must know and understand about information technology in order to use it in working effectively with students and professional colleegues in the (1) delivery, development, prescription, and assessment of instruction; (2) problem solving; (3) school and classroom administration; (4) educational research; (5) electronic information access and exchange; and (6) personal and professional development.
Tentative evaluation	-	the evaluation made by the peers based on the Self- appraisal report alone, before the on-site visit.
Total Quality Management (TQM)	-	is a comprehensive approach for improving competitiveness, effectiveness and flexibility through planning, organizing and understanding each activity and involving each individual at each level.
Transferable skills	-	skills (generally product or process skills) that can be deployed in different contexts from those in which they were originally acquired.

Validation	-	determination of the effectiveness of instructional materials or system by the use of appropriate summative evaluation techniques.
Unit cost	-	total annual recurring expenditure divided by the number of students enrolled
Unit of accreditation	-	for assessment and accreditation of a teacher education institution by NAAC, a college or a department or a university constitutes the 'unit' of assessment. The holistic observation, judgement and assessment underlines the meaning of the term.
University level institutions	-	any institution which is empowered to confer degrees legally.
Validation	-	process of confirming the appropriateness of something
Vision	-	a vivid picture of an ambitious, desirable and future state. Its purpose is to inspire and act as a guide for decision-making and planning. It should be[17]:

> ➢ Memorable:
> ➢ Involving;
> ➢ Aligned with institutional values;
> ➢ Linked to Students and stakeholders
> ➢ A stretch, but not impossible;
> ➢ Short, clear and communicable;
> ➢ Within a 5-years horizon.

Weightages	-	taking cognisance of the different types of relationship between the colleges and universities, each of the six criteria has been given a differential weightage in order to distribute scores fairly without any handicap, incidental to a particular type of affiliation, affecting fair judgement.

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[17] - Cases in Total Quality Management by John S. Oakland and Les Porter

8. Abbreviations

A&A	-	Assessment and Accreditation
B.Ed.	-	Bachelor of Education
BoS	-	Board of Studies
CABE	-	Central Advisory Board on Education
CD	-	Compact Diskette
CGPA	-	Cumulative Grade Point Average
COL	-	Commonwealth of Learning
CR-GPA	-	Criterion-Wise Grade Point Average
CTE	-	College of Teacher Education
D.Ed.	-	Diploma in Education
DELNET	-	Developing Library Network
DVD	-	Digital Versatile Diskette
DSA	-	Department of Special Assistance of UGC
DSERT	-	Directorate of State Educational Research and Training
EFA	-	Education for All
EMRC	-	Educational Medial Research Centre
ET	-	Educational Technology
GATS	-	General Agreement on Trade in Services
GMAT	-	Graduate Management Aptitude Test
GOs -	-	Governmental Organizations
GPA	-	Grade Point Average
HEI	-	Higher Education Institution
IAS	-	Indian Administrative Services
IASE	-	Institute of Advanced Studies in Education
ICT	-	Information and Communication Technology
IEQA	-	Institutional Eligibility for Quality Assessment
INFLIBNET	-	Information and Library Network
IQAC	-	Internal Quality Assurance Cell
IT	-	Information Technology
IUC	-	Inter University Centre
KA	-	Key Aspect
LoI	-	Letter of Intent
M.Ed.	-	Master of Education
M.Phil	-	Master of Philosophy
MDGs	-	Millennium Development Goals
MIR	-	Minimum Institutional Requirement

MIS	-	Management Information System
MoU	-	Memorandum of Understanding
NAAC	-	National Assessment and Accreditation Council
NCC	-	National Cadet Corps
NCERT	-	National Council for Educational Research and Training
NCTE	-	National Council for Teacher Education
NET	-	National Eligibility Test
NGO	-	Non Governmental Organization
NUEPA	-	National University of Educational Planning and Administration
NSS	-	National Service Scheme
OBC	-	Other Backward Caste
PG	-	Post Graduate
Ph.D	-	Doctor of Philosophy
PoA	-	Programme of Action
PTR	-	Peer Team Report
SAR	-	Self-appraisal Report
SC	-	Scheduled Caste
SCERT	-	State Council of Educational Research and Training
SET/SLET	-	State Level Eligibility Test
SUPW	-	Socially Useful Productive Work
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UPE	-	Universal Primary Education