

Institutional Accreditation

Manual for Self-Study

Universities

(Effective from 1st April 2007)



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

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 Students
- Promoting the Use of Technology
- Quest for Excellence

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This document on Institutional Accreditation is presented in two sections.

Section A is Guidelines for Assessment and Accreditation.

Section B is Preparation of Self-Study Report to be written in two parts.

Part - I is Institutional Data and

Part II is Evaluative Report.

Section A: Guidelines for Assessment and Accreditation

This section presents the NAAC framework of Assessment and Accreditation, essentially based on the core values, criteria for assessment and key aspects. It also deals with the procedures for institutional preparation in compiling the self-study report, Peer Assessment and final outcome of Accreditation.

Procedures for Re-assessment and Re-accreditation are also included in this section.

It also consists of a section on the mechanism for institutional Appeals

Section-A

Guidelines for Assessment and Accreditation

1. INTRODUCTION

THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) is an autonomous institution established by the University Grants Commission (UGC) of India, to assess and accredit institutions of higher education in the country. The system of higher education in India has expanded rapidly during the last sixty years. In spite of the built-in regulatory mechanisms that lead to satisfactory functioning of higher education institutions, there has been a significant increase in the number of institutions of higher education, which perhaps has resulted in the dilution of standards. To address the issue of quality, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) that spelt out strategic plans for the policies, advocated the establishment of an independent National Accreditation Body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore. At present, NAAC functions from its new building complex, with all modern facilities located at Nagarbhavi, Bangalore.

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

2. VISION AND MISSION

The activities and future plans of the NAAC are guided by its vision and mission that focus on making quality assurance an integral part of the functioning of higher education institutions.

The vision of the NAAC is:

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

The mission statements of the NAAC aim at translating the NAAC's vision into action plans, to define the following specific tasks of NAAC engagement and endeavour:

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

Striving to achieve its goals as guided by its vision and mission statements, NAAC primarily focuses on assessment of the quality of eligible higher education institutions of the country. NAAC uses an internationally accepted methodology, which consists of self-assessment and external quality assessment.

3. GENERAL ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION

The NAAC has adopted its New Methodology of Assessment and Accreditation from 1st April 2007. While there are diverse types of Higher Education Institutions (HEIs) in the country, some coming under the provisions of other Regulatory Bodies, with their own Quality Assurance Agencies, NAAC Assessment and Accreditation shall cover the following Institutions, as per the eligibility criteria mentioned therein:

1. *Universities recognized under Sections 2(f), 2(f) and 12 B of the UGC Act, 1956 or established under Section 3, which have completed 5 years since establishment or with a record of at least 2 batches of students having completed their degree programmes, whichever is earlier (hereinafter referred to as 'Recognized Universities'). For purposes of Assessment and*

Accreditation of Universities, their Schools, Departments, Centres and Units shall be taken as the components.

- 2. If any University under Section 2(f) or 3 of the UGC Act, 1956 has not completed 5 years of establishment, but has Affiliated/ Constituent Colleges under its jurisdiction, which on their own standing have completed 5 years since establishment, then, such Colleges shall be eligible for Assessment and Accreditation by NAAC, on their own independent standing i.e. the College alone and not the University to which it is affiliated, shall be eligible for Assessment and Accreditation. Similarly, if a hitherto Affiliated/ Constituent/ Autonomous College of long- standing gets recognition as a 'University' under Section 3 of the UGC Act then, the College alone shall be eligible for assessment.*
- 3. Colleges/ Institutions/ Autonomous Colleges, affiliated to a 'Recognized University', and Constituent Colleges coming under the jurisdiction of 'Recognized Universities' (as defined in 1 above)' and which have completed 5 years since their establishment or with a record of at least 2 batches of students having completed their degree programmes, whichever is earlier (hereinafter referred to as 'Recognized Colleges', 'Recognized Autonomous Colleges' and 'Recognized Constituent Colleges' respectively);*
- 4. Institutions coming under the jurisdiction of professional regulatory Councils and their accreditation Bodies can be considered for Assessment and Accreditation by NAAC, if such Councils desire to enter into appropriate MoUs with NAAC for their Assessment and Accreditation requirements. The process/ methodology/ modus operandi in these cases shall be as per the provisions of the said MoU. At present, NAAC has an MoU with the National Council for Teacher Education (NCTE) for purposes of Assessment and Accreditation of Teacher Education Institutions (TEIs). TEIs which have completed 3 years since establishment or with a record of at least 2 batches of students having completed their degree programmes from the institution are eligible for Assessment and Accreditation by NAAC;*
- 5. Any other Institutions/ Units (including cross-border and trans-national Indian/ Foreign Institutions) may also be taken up for Assessment and Accreditation by NAAC, if directed by the UGC and/ or the Ministry of Human Resources Development, Government of India.*

4. 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 the goals and objectives that they have set forth for themselves. Contributing to National Development has always been an implicit goal of Indian HEIs. The 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 A and A 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 reiterated 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 the Use of Technology

Most of the significant developments that one can observe today, can be attributed to the impact of Science and Technology. While the advantages of using modern tools and technological innovations in the day-to-day-life are well recognized, the corresponding changes in the use of new technologies, for teaching – learning and governance of HEIs, leaves much to be desired. Technological advancement and innovations in educational transactions, have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. At a time when our educational institutions are expected to perform as 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 students by providing them with State of the Art educational technologies. The campus community must be adequately prepared to make use of Information and Communication Technology (ICT) optimally. Conscious effort is also needed to invest in hardware, and to orient the faculty suitably.

In addition to using technology as 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 SSR of an institution. Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution.

The five core values as outlined above form the foundation for assessment of institutions that volunteer for accreditation by NAAC. The institution may feel free to expand or modify the Core Values in conformity with the goals and mission of the institution.

5. CRITERIA FOR ASSESSMENT

The NAAC has identified the following seven criteria to serve as the basis for assessment of HEIs:

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 and
7. Innovative Practices

The SSR is expected to highlight the functioning of an institution with reference to these seven criteria. Each criterion has Key Aspects which form the basis of criterion-wise assessment. One key aspect is dedicated to Best Practices under each criterion.

6. FOCUS OF ASSESSMENT

NAAC assesses institutional functioning with reference to the contributions made by HEIs towards the five core values. In general, HEIs are expected to demonstrate how they achieve the objectives of the core values through the data and information detailed in the SSR. The assessment by NAAC will take a holistic view of all the inputs, processes and outputs of an institution. In essence, the NAAC assessment lays focus on the institutional developments with reference to three aspects: *Quality initiatives, Quality sustenance and Quality enhancement.*

The preparation of the SSR 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.

The seven criteria identified by NAAC are in fact the seven main processes of developing the capabilities of an institution. The Internal Quality Assurance Cell (IQAC) 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; such as

- Developing mechanisms and competencies among members of the institution, to deal with quality enhancement.
- Developing mechanisms for seeking feedback responses from all stakeholders.
- Obtaining information both in quantitative and qualitative forms, and use the same in reforming the processes.

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 so that the institution strives to excel in serving its student community. The quest for excellence is a quality virtue that HEIs have to imbibe and demonstrate in their overall functioning.

7. 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, aligns with the

mission statement 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 the local needs and in tune with the emerging national and global trends. Apart from issues of academic flexibility and diversity, to suit different levels of learners, aspects on career orientation, multi-skill development and involvement of stakeholders in curriculum update, are also gauged under this criterion.

The focus of this criterion is captured in the following criterion statements and key aspects:

CRITERION STATEMENTS

- The institution has clearly stated goals and objectives that are communicated systematically to all its constituencies.
- The programmes of the institution are consistent with its goals and objectives.
- The institution has a wide range of programme offerings that provide adequate academic flexibility.
- Feedback from academic peers, students, employers and other stakeholders are used in the initiation, review and redesign of programmes.
- The institution practices sustainable curricular practices, to achieve academic excellence.

KEY ASPECTS

- **Curricular design and development**
- **Academic flexibility**
- **Feedback on curriculum**
- **Curriculum update**
- **Best practices in curricular aspects**

The description of the key aspects are given below:

Curriculum design and development

It is a process of developing appropriate need based curricula in consultation with expert groups, based on the feedback from stakeholders, resulting in the development of relevant programmes with flexibility, to suit the professional and personal needs of the students and realization of core values.

Academic flexibility

Choice offered in the curriculum, in terms of programme, curricular transactions and time-frame options.

Feedback on curriculum

Responses from students, academic peers and employers, for review and re-design of curricula.

Curriculum update

The process of revision and redesign of curricula based on recent trends and developments, the feedback from all stakeholders and catering to the needs of the society/ economy/ environment.

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

The focus of this criterion is captured in the following criterion statements and key aspects:

CRITERION STATEMENTS

- The institution has a transparent admission process.
- The programmes of teaching and learning cater to individual differences amongst learners.
- The institution facilitates the effective conduct of the teaching-learning processes.
- The institution has provision for use of ICT in the enhancement of teaching process.

- The institution has a well-conceived plan for continuously monitoring student progress.
- The institution has an effective mechanism to recruit adequate qualified faculty.
- The student evaluation processes are reliable and valid.
- The institution has an open and participative mechanism for evaluation of teaching and promoting work satisfaction of the faculty.
- The teachers have opportunities for continued academic growth and professional development.
- The institution has sustainable good practices in teaching, learning and evaluation to achieve academic excellence.

KEY ASPECTS

- | |
|---|
| <ul style="list-style-type: none"> • Admission process and student profile • Catering to diverse needs • Teaching-learning process • Teacher quality • Evaluation process and reforms • Best practices in teaching, learning and evaluation |
|---|

The description of the key aspects are given below:

Admission process and student profile

The process of admitting students to the programmes is by a transparent, well-administered mechanism, complying with all the educational norms of the Government. The student profile is reflected from the composition of the student community representing different socio-economic and learner backgrounds.

Catering to diverse needs

The programmes and strategies adopted by institutions satisfy the needs of the students from diverse backgrounds including backward community as well as from different locales. Gender equity and admission opportunity for differently-abled students are also considered.

Teaching-Learning process

Learner-centered education through appropriate methodologies to facilitate effective learning outcome.

Teacher quality

‘Teacher quality’ is a composite term to indicate the quality of teachers in terms of qualification of the faculty, teacher characteristics, the adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities.

Evaluation process and reforms

Assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes.

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 successful end result in Teaching, Learning and Evaluation

Criterion III— 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’. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this criterion.

The focus of this criterion is captured in the following criterion statements and key aspects:

CRITERION STATEMENTS

- The institution promotes research culture among faculty and students.
- The institution encourages faculty to publish in academic journals.
- The institution encourages faculty to participate in professional academic programmes.
- The institution promotes faculty participation in consultancy work.
- The institution is responsive to community needs and conducts relevant extension programmes.
- The institution has sustainable good practices in research, consultancy and extension to achieve academic excellence.

KEY ASPECTS

- **Promotion of research**
- **Research and publication output**
- **Consultancy**
- **Extension activities**
- **Collaborations**
- **Best practices in research, consultancy & extension**

The descriptions of the Key Aspects are given below:

Promotion of research

The process of promoting research culture among faculty and students is ensured by facilitating participation in research and related activities, providing resources and other facilities

Research and publication output

Quality research outcome, beneficial for the discipline/ society/ industry/ region and the nation. Dissemination of knowledge including theoretical and practical findings of research, through various media.

Consultancy

Activity with or without remuneration, for which the expertise and the specific knowledge base of the faculty becomes the major input.

Extension activities

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

Collaborations

A formal agreement/ understanding between any two or more institutions for training/student exchange/faculty exchange or research with or without resource sharing.

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 programmes on the campus. It also requires information on how every constituent of the institution - students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns.

The focus of this criterion is captured in the following criterion statements and key aspects:

CRITERION STATEMENTS

- The institution has adequate physical facilities for the conduct of the educational programmes efficiently.
- The growth of the infrastructure keeps pace with the academic growth of the institution.
- The institution has effective mechanisms for maintenance and optimal use of infrastructure.
- The institution has adequate library, computer facilities and other learning resources, with easy access to all its constituencies.
- The institution has sustainable good practices for ensuring adequate infrastructure and learning resources and its optimum use to facilitate student learning.

KEY ASPECTS

- **Physical facilities**
- **Maintenance of infrastructure**
- **Library as a learning resource**
- **ICT as learning resources**
- **Other facilities**
- **Best practices in the development of infrastructure and learning resources**

The descriptions of the key aspects are given below:

Physical facilities

Adequate infrastructure facilities to conduct the educational programmes. The growth of the infrastructure keeps pace with the academic developments in the institution.

Maintenance of infrastructure

Effective mechanism for the upkeep of the infrastructure facilities and promote the optimum use of the same.

Library as a learning resource

The library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms which enable students to acquire information, knowledge and skills required for their study programmes.

ICT as learning resources

The ICT facilities and other learning resources are adequately available in the institution for academic purposes.

Other facilities

The other supportive facilities on the campus, which contribute to the effective ambience for curricular, extra- curricular and administrative activities.

Best practices in the development of infrastructure and learning resources

Sustained practices leading to continuous improvement of infrastructure and learning resource development to create an optimum learning ambience.

Criterion V-Student Support and Progression: The highlights of this criterion are the efforts of an institution to provide necessary assistance to students, to acquire meaningful experiences for learning at the campus and to facilitate their holistic progression. It also seeks information on student and alumni profiles.

The focus of this criterion is captured in the following criterion statements and key aspects:

CRITERION STATEMENTS

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

- The institution has sufficient and well-run support services to all its students.
- Student progression is monitored effectively.
- Institution has mechanisms for student counseling and placement services.
- The institution has an effective mechanism to use student feedback for quality enhancement.
- The institution has good sustainable practices for effective student support and progression.

KEY ASPECTS

- **Student progression**
- **Student support**
- **Student activities**
- **Best practices in student support and progression**

The descriptions of the key aspects are given below:

Student progression

Vertical movement of students from one level of education to the next higher level or towards gainful employment.

Student support

Facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students.

Student activities

The participation of the students in activities, which can develop various skills, to foster holistic personality development.

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 gather data on the policies and practices of an institution in the matter of planning human power requirement, recruitment, training, performance appraisal, finance management and the role of leadership in institution building.

The focus of this criterion is captured in the following criterion statements and key aspects:

CRITERION STATEMENTS

- The leadership provides clear vision and mission to the institution.
- The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency.
- Academic and administrative planning in the institution move hand in hand.
- The institution practices relevant welfare schemes for all its constituencies.
- There are fair and expeditious grievance redressal mechanisms at all levels of the institution's functioning.
- The institution is effective in resource mobilization and planning development strategies.
- The finances of the institution are judiciously allocated and effectively utilized by proper budgeting system.
- Auditing procedures and the follow up actions are systematized.
- Institution has sustainable practices for governance and leadership

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 descriptions of the key aspects are given below:

Institutional vision and leadership

Effective leadership in building the organizational culture by setting values, and demonstrating effectiveness through participative decision-making process to achieve the vision, mission and goals of the institution.

Organizational arrangements

The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and implementation.

Strategy development and deployment

Formulation of development objectives, directives and guidelines with specific plans for implementation

Human resource management

The process of assessing adequate human power requirements; staff recruiting, monitoring and planning professional development programmes for personnel development and seeking appropriate feedback responses.

Finance management and resource mobilization

Budgeting and optimum utilization of finance, including mobilization of resources. The planning and development strategies adopted by the institution, for mobilizing resources.

Best practices in governance and leadership

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

Criterion VII—Innovative Practices: This criterion focuses on the innovative efforts of an institution that help in its academic excellence. An innovative practice could be a pathway created to further the interest of the student and the institution, for internal quality assurance, inclusive practices and stakeholder relationships.

The focus of this criterion is captured in the following criterion statements and key aspects:

CRITERION STATEMENTS

- 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 promotes inclusive practices for social justice and better stakeholder relationships.
- The institution adopts quality management strategies in all academic and administrative aspects.
- The institution promote value-based education for inculcating social responsibilities and good citizenry amongst its student community.

KEY ASPECTS

- **Internal quality assurance System**
- **Inclusive practices**
- **Stakeholder relationships**

The description of the key aspects are given below:

Internal quality assurance system

Self-regulated responsibilities of the higher education institutions, aimed at continuous improvement of quality, for achieving academic excellence.

Inclusive practices

New and creative approaches in education involving all stakeholders for adopting inclusive practices to promote social justice.

Stakeholder relationships

Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization.

8. WEIGHTAGES

Taking cognizance of the diversity in institutional functioning of the three major categories of institutions: universities, autonomous colleges and affiliated colleges, differential weightages for each of the seven criteria are included as detailed in the table below:

(The numbers in the parentheses indicate the weightages as percentages of the total score)

Criteria		University	Autonomous College	Affiliated/ Constituent 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	Autonomous College	Affiliated/ Constituent College
		<i>Weightages</i>		
I. 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
II. 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

III. 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
IV. 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 the development of infrastructure and learning resources	10	10	10
	Total	100	100	100

V. 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
VI. 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
VII. 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

9. GRADING SYSTEM

A significant outcome of the Assessment is the final Institutional grading. After Assessment, the Cumulative Grade Point Average (CGPA) of an Institution is computed. 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”.

10. METHODOLOGY

For the assessment of a University/Autonomous College/ College with Potential for Excellence /Affiliated College /Constituent College as a unit that is eligible to be assessed, the NAAC follows a four-stage process, which is a combination of self-study and peer review. The four stages are:

- I. On-line submission of a Letter of Intent (LoI for all institutions and Institutional Eligibility for Quality Assessment (IEQA) format for Affiliated/ Constituent colleges that are seeking Assessment and Accreditation for the first time.
- II. Preparation and submission of a Self-Study Report (SSR) by the institution;
- III. Peer Team visit to the institution.
- IV. Final decision by NAAC.

Stage I: On-line submission of LoI and/or IEQA format:

All HEIs are expected to submit a LoI to NAAC. While Universities, Autonomous Colleges and Colleges with Potential for Excellence submit the LoI to undergo A&A of NAAC directly, Affiliated and Constituent colleges submit their LoI and thereafter submit the filled-in format for IEQA status on line. These institutions become eligible to go to stage-II only after completing the first-step of acquiring the IEQA status.

Stage II: Preparation of the Self-Study Report (SSR):

The first and the most important step in the process of assessment and accreditation is the preparation of the SSR by the institution following the guidelines formulated by the NAAC. The institution has to prepare the SSR in two parts, Part I is the institutional data and Part II is the evaluative report. This will be an internal exercise by the institution that is expected to be done with honest introspection. It aims at providing an opportunity for the institution to measure its effectiveness and efficiency, and to identify its strengths and weaknesses. The NAAC believes that an institution that really understands itself - its strengths and weaknesses, its potentials and limitations - is likely to be effective in carrying out its educational mission and make continuous improvement. Self-study is thus envisaged as the base document for the process of assessment and accreditation. The five core values listed by NAAC form the value framework for assessment of HEIs.

It is through the self-study report that the peer team understands the institution, and gets the required information, for assessment. Hence the institution needs to present the factual details of all aspects of its functioning, namely the inputs, processes and the outputs. As the entire assessment exercise would be based on this document, it should be prepared with utmost care, giving all the relevant information according to the criteria defined by NAAC.

Stage III: Peer Team Visit to the Institution: On receiving the self-study report from the institution, NAAC constitutes the peer team and consults the institution about any justifiable reservation it may have about any member of the team. The peer team visits the institution and looks for evidences, to validate the self-study report, through interactions with the various constituents of the institution, checking documents and visiting the various units of the institution. At the end of the visit, the team shares the draft Peer Team Report with the institution. The PTR duly signed by the Head of the institution and the peer team members, is submitted to NAAC. The team also recommends the criterion-wise Grade Point Averages (GPA), the final Institutional Cumulative Grade Point Average (CGPA) and the Institutional Grade to NAAC.

Stage IV: Final decision by NAAC: The Executive Committee of NAAC reviews the PTR and takes a decision about the institutional CGPA and the Grade. The accreditation certification by NAAC is valid for a period of five years.

11. INSTITUTIONAL PREPARATION

With the assessment framework of NAAC, institutions that would like to get themselves accredited have to fulfill certain requirements and submit the SSR to NAAC along the guidelines given in the manual. The institutional efforts to prepare the SSR will be an intensive but self-rewarding exercise for institutions. To maximise the benefits of such an effort, operational guidelines on institutional preparations are provided.

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 related 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. The 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 SSR 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 SSR, which has to be submitted to the NAAC.

12. SELF-STUDY REPORT (SSR)

While preparing the SSR, 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 SSR shall be in two parts - Part 1 is *institutional data* and Part II is *an evaluative report* under the seven criteria of NAAC, along with *the inputs from the Departments*. The institution has to submit the SSR in hardcopy as well as a CD containing soft copy.

A bulky SSR 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 SSR to the following two aspects only:

- **Institutional data**
- **Criterion-wise Evaluative Report** (not exceeding 200, A4 size pages typed in MS WORD keeping double line space using size 12 of Times New Roman font and one and half inches margin on each side of the page)

Inclusion of Appendices are to be avoided; Appendices may be made available to the Peer Team during the 'On-site visit'

13. PEER ASSESSMENT AND FINAL OUTCOME

On receipt of the SSR, the NAAC would perform an in-house analysis of the report for its completeness. For eligible institutions, peer team visits will be organized. Depending on the size of the institution, the site visit may vary from two to four days. The on-site visit will result in a focused PTR, denoting the strengths and areas of concern of the institution. The draft report of the peer team will be shared with the Head of the Institution for ensuring accuracy of institutional data / information and then submitted to the NAAC for further processing. The Executive Committee of the NAAC will take the

final decision about the accreditation status and declaration of the institutional grade. 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. Institutions that complete the five-year accredited period may volunteer for re-accreditation.

14. 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 manual to be followed for re-assessment is the same as that for the Assessment and Accreditation.** *However, the institution shall make specific responses based on the recommendations made by the peer team in the first assessment and accreditation report, as well as the specific quality improvements made by the institution.* The fee structure would be the same as that for Assessment and Accreditation. The Institutions that volunteer for re-assessment will not be eligible for reimbursement of accreditation expenses, as per the “Guidelines of UGC assistance for Assessment and Accreditation”.

15. RE-ACCREDITATION

The methodology for re-accreditation has been modified by incorporating post-accreditation reviews, feedback from the accredited institutions and the outcome of national consultations. Accordingly, after the 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

The institutions shall follow the same 4-stage process of accreditation for Re-accreditation also. 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) Re-accreditation Report (RAR):** 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, SSR 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-time assessment and accreditation. For the HEIs recognized under 2(f) & 12B of the UGC Act, the expenditure on Re-accreditation also would be reimbursed by UGC through the NAAC to the extent it was not subsidized for the first accreditation.

16. MECHANISM 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 Appeals Committee constituted for the purpose will consider the appeal and make recommendations for the consideration of Executive Committee (EC) of NAAC. The EC

decision is binding on the institutions. For details, refer to the NAAC website www.naacindia.org

Section B: Preparation of the Self-Study Report

This section is presented in two parts:

Part–I of the Self-Study Report is Institutional Data, which includes information on three aspects, viz., Profile of the Institution, Criterion-wise Inputs and Profiles of the Departments.

Part–II of the Self-Study Report is the Evaluative Report. It consists of an Executive Summary, a Criterion-wise Evaluative Report and Evaluative Reports of Departments.

Note: (1) Unless mentioned specifically, give only the data pertaining to the university and its departments, excluding the Affiliated/Constituent and Autonomous Colleges.

(2) If the information to be provided is lengthy, the gist may be given in the format and the details may be enclosed.

If the institutions wish to provide any additional information under each key aspect, they are free to include it under the head “***Any other information***”, wherever necessary

Part I: Institutional Data

A. Profile of the University

1. Name and address of the university:

2. For communication:

Office

Name	Area/ STD code	Tel. Number	Mobile Number	Fax Number (s)	E-mail ID
Vice-Chancellor :					
Pro-Vice-Chancellor (s) :					
Registrar :					
Steering Committee Co-ordinator:					

Residence:

Name	Area / STD code	Tel. Number(s)	Fax Number(s)
Vice-Chancellor			
Pro-Vice-Chancellor			
Registrar			
Steering Committee Co-ordinator			

3. Status of the University:

- State University
- Central University
- University under Section 3 of UGC
- Private University
- Institution of National Importance
- Any other (specify)

4. Type of University:

- Unitary
- Affiliating

5. Date of establishment of the university: **Date, Month & Year**
(dd-mm-yyyy)

- i. Original (prior to establishment as a university) :
- ii. As a university :

6. Date of UGC recognition as University:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2f		
ii. 12 (B)		
iii. 3 of UGC Act		
iv. Any other (specify)		

*Certificate of recognition should be enclosed.

7. Does the University have a satellite campus?

- Yes No

8. Campus area in acres/sq.mts :

i. Main campus area	
ii. Satellite campus I area	
iii. Satellite campus II area	

9. Location of the University: (based on Government of India Census)

- Urban
- Semi-urban
- Rural
- Tribal
- Hilly Area
- Any other (specify)

(In case of Unitary Universities, omit question numbers 10, 11, 12 & b, c, d, e, f and h of 13)

10. What is the total number of institutions affiliated to the University?

Particulars Of Colleges	Total	Permanently affiliated	Temporarily affiliated
Arts, Science & Commerce			
Law			
Medicine			
Engineering			
Education			
Management			
Others			

11. How much is the affiliation fee?

Permanent: _____

Temporary: _____

12. Does the University have a provision to grant autonomous status to its affiliated institutions?

Yes No

13. Furnish the following information:

Particulars	Number	No. of Students
a. University Departments		
b. Constituent Colleges		
c. Affiliated Colleges - Govt. funded		
d. UGC recognized CPE (colleges for Potential for Excellence)		
e. Autonomous Colleges		
f. Post-Graduate Teaching Centres in colleges		
g. Recognised Research Institutes / Centres		
h. Self-financing Colleges		
Total		

14. Current number of academic programmes / courses offered within the University, under the following categories: (Enclose the list of academic programmes offered)

Programmes	Number		
UG		PG Diploma	
PG		M.Phil.	
Certificate course		Ph.D.	
Diploma		Any other (specify)	
		Total	

15. Number of permanent and temporary members of the teaching staff .

	Female	Male	Total
Permanent teachers			
Number of teachers with Ph.D. as the highest qualification			
Number of teachers with M.Phil. as the highest qualification			
Number of teachers with PG as the highest qualification			
Temporary teachers			
Number of teachers with Ph.D. as the highest qualification			
Number of teachers with M.Phil. as the highest qualification			
Number of teachers with PG as the highest qualification			
Part-time teachers			
Part-time teachers with Ph.D. as the highest qualification			
Part-time teachers with M.Phil. as the highest qualification			
Part-time teachers with PG as the highest qualification			

16. Furnish the data on the number of students enrolled in the University during the current year, with the following details:

Type of Student	UG		PG		Total
	Professional	Non-Professional	Professional	Non-Professional	
S					
Students from other States of India					
NRI students					
Foreign students					
G					

Number of Students	M. Phil.	Ph. D	Diploma/ Certificate
From the same state where the University is located			
From other states			
NRI students			
Overseas students			

17. '*Unit cost*' of education?

a. Unit cost = total annual expenditure budget
(actuals) divided by the number of students enrolled.

b. Unit cost calculated excluding the salary component

18. Does the University offer a Distance Education Programme (DEP) ?

Yes No

If yes, indicate the number of courses offered

19. Number of full-time faculty employed in the DEP.

20. Any other general data the University would like to include

Specify?

B) Criterion-wise Inputs

Criterion I: Curricular Aspects

1. Number of Programme options

2. Number of Subjects taught in the institution

--

3. Number of overseas programmes on campus and income earned

Number	Amount	Agency

4. Does the institution offer self-funded programmes? Yes No

1. If yes, how many courses?

--

5. Inter/multidisciplinary programmes

Yes		No		Number	

6. Programmes with Annual System

Yes		No		Number	

7. Programmes with Semester System

Yes		No		Number	

8. Programmes with Trimester System

Yes		No		Number	

9. Programmes with choice based credit system

Yes		No		Number	

10. Programmes with elective options

Yes		No		Number	

11. Courses offered in modular form

Yes		No		Number	

12. Courses with ICT-enabled teaching-learning process

Yes		No		Number	

13. Courses for which assessment of teachers by students has been introduced

Yes		No		Number	

14. Programmes with faculty exchange/visiting faculty

Yes		No		Number	

15. New programmes (UG and PG) introduced during the last three years

Yes		No		Number	

16. Has major syllabus revision done during the last five years? If yes, give the number of subjects.

Yes		No		Number	

17. Compulsory internship (UGC + other vocational programmes)

Yes		No		Number	

18. Courses in emerging areas

Yes		No		Number	

19. Value added courses

Yes		No		Number	

20. Job oriented courses

Yes		No		Number	

21. Feedback on curriculum obtained from

Employers	Yes		No		Number	
Students	Yes		No		Number	
Parents	Yes		No		Number	
Alumni	Yes		No		Number	
Academic Peers	Yes		No		Number	

22.	Provision for Course evaluation	Yes		No		Number	
23.	Twinning programmes	Yes		No		Number	
24.	Any other data on Curricular Aspects (specify)	<input style="width: 100%; height: 20px;" type="text"/>					

Criterion II: Teaching-Learning and Evaluation

1. Process of student admission to various programmes	Entrance Test	Yes		No		Number of Programmes	
	Interview						
	Previous Academic Records						
	Any other (specify)						

2. Number of working days during the last academic year

3. Number of teaching days during the last academic year

4. Number of positions sanctioned and filled as on date

	Sanctioned	Filled
Teaching		
Non-teaching		
Technical		

4. a. Number of regular and permanent teachers

Professors	M		F	
Readers /Asst. professors	M		F	
Lecturers/ Asst. Professors	M		F	

b. Number of temporary teachers

Lecturers – Full-time	M		F	
-----------------------	---	--	---	--

Lecturers – Part-time	M		F	
-----------------------	---	--	---	--

Lecturers (Management appointees) - Full time	M		F	
Lecturers (Management appointees) - Part time	M		F	
Any other (specify)				
Total				

c.	Number of teachers	Same state	
		Other state	
		Other country	

5.	a.	Number of qualified permanent teachers and their percentage of the total faculty strength		
----	----	---	--	--

b.	Number of faculty development programmes availed by faculty during the last five years	Refresher:					
		Orientation:					
		Any other (specify)					

c.	Number of faculty development programmes organized by the University during the last five years					
----	---	--	--	--	--	--

d.	Number of academic development programmes organized by the University during the last five years					
	Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment and others.					
	Research development programmes					
	Invited/endowment lectures					
	Any other (specify)					

6.	Does the University have the tutor-ward system?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If yes, how many students are under the care of one teacher?		

7.	Remedial programmes offered	Yes		No		Number	
8.	Bridge courses offered	Yes		No		Number	

9. Is there a mechanism for:

10. a. Self appraisal of faculty Yes No
- b. Student assessment of faculty performance Yes No
- c. Assessment of faculty performance by experts Yes No
11. Do the faculty members perform additional administrative work ? Yes No
- If yes, the average number of hours spent per week by the faculty
12. Any other (specify)

3. Criterion III: Research, Consultancy and Extension

1. Number and Percentage of faculty members actively involved in research guidance and projects
- | | | | |
|--------|----------------------|------------|----------------------|
| Number | <input type="text"/> | Percentage | <input type="text"/> |
|--------|----------------------|------------|----------------------|

2. Research collaborations
- National Yes No
- If yes, how many?
- Overseas Yes No
- If yes, how many?
- Consultancy earnings Yes No
- If yes, how much?

3. Total Amount and Percentage of the annual budget allocated for promotion of research (Average of last five years)
- | | | | |
|--------|----------------------|---|----------------------|
| Amount | <input type="text"/> | % | <input type="text"/> |
|--------|----------------------|---|----------------------|

- a. 4. Does the faculty have research projects? Yes No
- If yes, how many?

- b. Provide the following details about the ongoing research projects

Major projects	Yes	<input type="text"/>	No	<input type="text"/>	Number	<input type="text"/>	Agency	<input type="text"/>	Amount	<input type="text"/>
Minor projects	Yes	<input type="text"/>	No	<input type="text"/>	Number	<input type="text"/>	Agency	<input type="text"/>	Amount	<input type="text"/>

University Projects	Yes		No		Number		Amount	
Industry sponsored	Yes		No		Number		Industry	Amount
Any other (specify)								
Number of student research projects	Yes		No		Number		Amount given by the university	

5. Research publications:

International journals	Yes		No		Number	
National journals – refereed papers	Yes		No		Number	
University journal	Yes		No		Number	
Books	Yes		No		Number	
Abstracts	Yes		No		Number	
Any other (specify)	Yes		No		Number	
Mean Impact Factor of the best research journals in which publications were made (last 5 years)						

6. Research Awards, recognition, patents etc. if yes, specify? (during the last five years) Yes No

7. Presentation of high-level research papers: Yes No

If yes, number of papers presented at

National seminars

International seminars

Any other research activity, specify

8. Number of extra curricular/co-curricular activities organized in collaboration with other agencies/NGOs (such as Rotary/Lion's etc.) on Campus

9. Extension Centres (If any)

Yes		No		Yr. of Estb	
-----	--	----	--	-------------	--

10. Number of regular extension programmes organized by NSS, NCC etc.
- Number of NCC Cadets/units
- Number of NSS Volunteers/units
11. Number of MoUs with industry/other agencies
- Internship with industry
- Any other (specify)
12. Any other data regarding Research, Consultancy and Extension (specify)

Criterion IV: Infrastructure and Learning Resources

1. a. Campus area in acres
- b. Built in area in Sq. meters*
- * 1 sq.ft. = 0.093 sq.mt.*
2. Working hours of the Library
- On working days
- On holidays
- During examinations
3. Open access

Yes	<input type="text"/>	No	<input type="text"/>
-----	----------------------	----	----------------------
4. Total collection
- a. Books
- b. Textbooks
- c. Reference books
- d. Book titles
- e. Magazines
- e. Current journals
- Indian journals
- Foreign journals
- f. Peer reviewed journals
- g. Back volumes of journals

h. E- resources

CDs/ DVDs

Databases

Online journals

Audio Visual resources

i. Special collection

UNO Repository Centre

World Bank Repository

Materials acquired under special schemes (IEEE, ACM, NBHM, DST etc.)

Competitive examinations

Book Bank

Braille materials

Manuscripts

Any other (specify)

5. Number of books/journals / periodicals added during the last two years and their cost

Library Resources	The year before last		The year before	
	Number	Total Cost	Number	Total Cost
Text books				
Reference books				
Journals/Periodicals				
Any other, specify				

6. Furnish the following details:

Total carpet area of the Central Library (in sq. ft)

Seating capacity of the Central Library

Separate reading room facility for
 Students Yes No

Staff Yes No

Number of departmental libraries

7. Is the Central Library automated?

Yes

Partially Yes

No

If yes, Name the automation software used

8. Percentage of annual allocation of funds to the library out of the total budget (average of last 2 years)

9. Services/facilities in the library

Circulation of books/ journals

Display of current events/information

Bibliographic compilation

Reference

Reprography

Computer and Printing

Internet browsing

Digitalization of resources

Inter-library loan

Uninterrupted power supply/ back up

Inflibnet/ Delnet

User orientation /information literacy

Any other (specify)

10. Are students allowed to retain books for examinations?

Yes No

11. Furnish details for the following :

- Average number of books issued/ returned per day
- Average number of faculty visiting the library/day
- Average number of students visiting the library/day
- Average number of users who visited/consulted per month
- Average number of log-ins into the e-sources per month
- Ratio of library books to number of students enrolled
- Total number of days the library is kept open
- Number of Computer terminals
- Number of Departments with computer facilities
- Budget allotment for computers during the last academic year
- Amount spent on maintenance and upgrading of computer facilities during the last academic year
- Is there a Workshop/Instrumentation Centre?

Yes		No		Yr. Of Estb.	
-----	--	----	--	--------------	--

12. Institutional networking through
Optical Fiber connectivity

Yes No

Wi-Fi connectivity

Yes No

Any other (specify)

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13. Is there a Health Centre?

Yes		No		Yr. of Estb	
-----	--	----	--	-------------	--

14. Is there Residential accommodation provided for
a) Faculty?

Yes		No	
-----	--	----	--

b) Non-teaching staff?

Yes		No	
-----	--	----	--

15. Are there Hostels for students?

Yes		No	
-----	--	----	--

If yes, Number of students residing in hostels

Male

Yes		No		Number	
-----	--	----	--	--------	--

Female

Yes		No		Number	
-----	--	----	--	--------	--

16. Is there a provision for
(a) Sports fields

Yes		No		Number	
-----	--	----	--	--------	--

(b) Gymnasium

Yes		No	
-----	--	----	--

(c) Womens' rest rooms

Yes		No		Number	
-----	--	----	--	--------	--

(d) Transport

Yes		No	
-----	--	----	--

(e) Canteen / Cafeteria

Yes		No		Year of Establishment	
-----	--	----	--	-----------------------	--

(f) Students' centre

Yes		No		Year of Establishment	
-----	--	----	--	-----------------------	--

(g) Media centre

Yes		No		Year of Establishment	
-----	--	----	--	-----------------------	--

(h) Telephone facility (Local/STD)

Yes		No		Year of Introduction	
-----	--	----	--	----------------------	--

(i) Generator / Electricity Backup

Yes		No		Year of Introduction	
-----	--	----	--	----------------------	--

20. Is there provision for Audio Visual Equipment:

LCD projectors

Yes		No		Number	
Yes		No		Number	
Yes		No		Number	
Yes		No		Number	
Yes		No		Number	

OHP

Slide projectors

TV/VCP/Cable connection

DVD players

21. Does the institution make use of Edu sat / V sat facility

Yes		No	
-----	--	----	--

22. Is there provision for Indoor sports facilities

Yes		No		Year of Establishment	
-----	--	----	--	-----------------------	--

23. Any other (specify)

--

Criterion V: Student Support and Progression

1. a Student strength

(Provide information on average student strength for the last five years in the following format)

Student enrolment	UG			PG			M.Phil			Ph.D			Diploma / Certificate			Self-Funded		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Number of students from the same state where the institution is located																		
Number of students from other states																		
Number of NRI students																		
Number of overseas students																		

M – Male, F - Female, T-Total

2.. Dropout rate in UG and PG for the last two batches?

UG PG

3. Student freeships and scholarships: (last Year's data)

Number	Amount
--------	--------

Endowments:

--	--

Freeships:

--	--

Scholarship (Government)

--	--

Scholarship (Institution)

--	--

Number of loan facilities:

--	--

Any other student financial support schemes (specify)

--	--

4. Does the institution obtain feedback from students on their campus experience? If yes, is this feed back analyzed by the university?

Yes No

Yes No

5. Major Cultural Events (Last year's data)

Events	Organized by the University			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate						
Inter-university						
National						
Any other (specify)						

6. Examination Results (during the past five years)

Results	UG					PG					M. Phil				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
% of passes															
Number of first classes															
Number of distinctions															

7. Number of students who have passed the following examinations during the last five years

NET					
SLET					
CAT					
TOEFL					
GRE					
G-MAT					
IAS					
Defence Entrance					
Other services					
Any other (specify)					

8. Student Counselling Centre

9. Grievance Redressal Cell

10. Alumni Association

11. Parent-Teacher Association

Yes		No		Yr. of Estb	
Yes		No		Yr. of Estb	
Yes		No		Yr. of Estb	
Yes		No		Yr. of Estb	

12.	Students' Group Insurance Scheme	Yes		No	
13.	Number of students supported by University funds				
14.	Complaints Cell for preventing sexual harassment of women	Yes		No	
15.	Number of students using the book bank facility				
16.	Number of students opting for further studies				
17.	Career counseling				
18.	Placement cell				
19.	Single window admission for foreign students				
20.	Any other data on Student Support and Progression (specify)				

Criterion VI: Governance and Leadership

1.	a.	Non-teaching staff	Permanent	M		F	
			Temporary	M		F	
	b.	Technical Assistants	Permanent	M		F	
			Temporary	M		F	
	c.	Ratio of Teaching – non-teaching staff	:				

2. Have the following positions of the University filled as per norms?

Vice-Chancellor	Yes		No	
Pro Vice-Chancellor (If any)	Yes		No	
Registrar (Academic)	Yes		No	
Registrar (Controller of Examination)	Yes		No	
Finance Officer	Yes		No	
Director of Board of University and College development/ College Development Council	Yes		No	

3.	Number of management appointees	Non-Teaching	M		F	
		Technical Assistants	M		F	

4. Number of non-teaching staff development programmes conducted

5. Financial resources of the University (approximate amounts) – Last years' data

Grant-in-aid	<input type="text"/>
Fees	<input type="text"/>
Donation	<input type="text"/>
Self-funded courses	<input type="text"/>
Any other (specify)	<input type="text"/>

6. Finance (last two years data)

Expenditure	Year before last	Last year
% spent on the salary of teaching faculty	<input type="text"/>	<input type="text"/>
% spent on the salary of non-teaching employees including contractual staff	<input type="text"/>	<input type="text"/>
% spent on books and journals	<input type="text"/>	<input type="text"/>
% spent on Building development	<input type="text"/>	<input type="text"/>
% spent on maintenance, electricity, water, sports, examinations, hostels, student amenities, etc.	<input type="text"/>	<input type="text"/>
% spent on academic activities of departments, laboratories, green house, animal house, etc.	<input type="text"/>	<input type="text"/>
% spent on equipment, research, teaching aids, seminars, contingency etc.	<input type="text"/>	<input type="text"/>

7. Dates of meetings of Academic and Administrative Bodies:

Management Council/ Executive Council/ Syndicate	<input type="text"/>
Internal Admn. Bodies (mention only those of three most important bodies)	<input type="text"/>
Any other (specify)	<input type="text"/>

8. Welfare Schemes for the academic community (past 5 years) Amount

Loan facility	Yes		No		
Medical Group Insurance	Yes		No		
Any other (specify)	<input type="text"/>				

9. Is there ICT-support for the following:

Office	Yes		No	
--------	-----	--	----	--

Student Admission

Yes		No	
-----	--	----	--

Student Records

Yes		No	
-----	--	----	--

Career Counselling

Yes		No	
-----	--	----	--

Student placements

Yes		No	
-----	--	----	--

Aptitude Testing

Yes		No	
-----	--	----	--

Examinations

Yes		No	
-----	--	----	--

10. Any other data on Governance and Leadership (specify)

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Criterion VII: Innovative Practices

- Has the University established Internal Quality Assurance Mechanisms?
- Do students participate in the Quality Enhancement of the Institution? If yes, how?
- Does the University have a women's Studies Centre?
- What is the number and percentage of the following students in the institution? (current year)

Yes		No		Year. of Estb.	
Yes		No		Year. of Estb.	
Yes		No		Year. of Estb.	

	No	%
SC		
ST		
OBC		
Women		
Differently - abled		
Rural		
Tribal		
Any other (specify)		

- What is the present percentage of the following category of staff?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC				
b	ST				
c	OBC				
d	Women				
e	Differently-abled				
f	Rural				
g	Tribal				
h	Any other				

- What is the percentage incremental academic growth in terms of aggregate marks of the following category of students for the last two batches of students?

	At Admission			On completion of the course	
	Categories	Batch I	Batch II	Batch I	Batch II
a.	SC				
b.	ST				
c.	OBC				
d.	Women				

e.	Differently-abled			
f.	Rural			
g.	Tribal			

7. Is there a mechanism for obtaining stakeholder perception about the institution?
If yes, specify
- | | | | |
|-----|--|----|--|
| Yes | | No | |
|-----|--|----|--|
-
- | |
|--|
| |
|--|
8. Has the institution kept a record of students shouldering social responsibilities in addition to their academic activities?
If yes, specify
- | | | | |
|-----|--|----|--|
| Yes | | No | |
|-----|--|----|--|
-
- | |
|--|
| |
|--|
9. Does the institution have a mechanism for analyzing student feedback on institutional performance, to arrive at Student Satisfaction Index? (Refer to the sample questionnaires annexed to collect information or the institution may devise its own)
If yes, specify
- | | | | |
|-----|--|----|--|
| Yes | | No | |
|-----|--|----|--|
-
- | |
|--|
| |
|--|

C. Profiles of the Departments

(Use separate sheets for each department)

1. Name of the Department		
2. Year of Establishment		
3. Courses / Programmes and subject combinations offered		
4. Number of Teaching posts sanctioned and filled		
5. Number of Administrative Staff		
6. Number of Technical Staff		
7. Number of Students (Men/Women) Give details course-wise		
8. Ratio of Teacher to students		
9. Ratio of to Teachers to Research scholars		
10. Number of research scholars who have obtained their master's degree from other institutions		
11. Number of teachers in academic bodies of other Autonomous Colleges and Universities		
12. Latest revision of the curriculum (year)		
13. Number of students passed in NET/SLET etc. (last 5 years)		
14. Success Rate of students		
15. Demand Ratio (No. of seats : No. of applications)		
16. Awards and recognition received by faculty (last 5 years)		
17. Faculty who have Attended Natl./Intl. Seminars (last 5 years)		
18. Number of national/ international seminars organized (Last 5 years)		
19. Number of teachers engaged in consultancy and the revenue generated		
20. Number of Ongoing projects and their total outlay		
21. Research projects completed during last five years & their Outlay		
22. Number of inventions and patents		
23. Number of Ph. D theses guided during the last five years		
24. Publications by faculty (last 5 years)		
25. Average citation index and impact factor of publications		
26. Number of Books in the Departmental Library, if any		
27. Number of Journals/Periodicals in the departmental library		
28. Number of Computers		
29. Annual Budget (excluding salary)		

Part II: The Evaluative Report

The Evaluative Report has to present a meaningful self-evaluation of the institution, with reference to the core values and specific focus on assessment. It may be organized into the following three sections – A) Executive Summary, B) Criterion-wise Evaluative Report and C) a brief Evaluation Report of Departments. The questions listed in the manual are intended to elicit information to facilitate evaluation by the Peer Team.

A. Executive Summary

This may be a brief summary not exceeding ten pages, covering all the aspects under the seven criteria and the institution specific information.

B. Criterion-wise Evaluative Report

Care may be taken to make this part of the report brief and evaluative. The questions given under each criterion will help the institution to collect and collate the information required for the preparation of the Self-Study Report (SSR). Answers to the questions under various key aspects put together, present a comprehensive picture of the institution. *The institutions are advised to answer question-wise, to justify their claims made in the SSR.*

Criterion I: Curricular Aspects

1.1 Curriculum Design and Development

- 1.1.1 State the vision and mission of the institution.
- 1.1.2 What are the major considerations addressed by the goals and objectives of the institution? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community & National Development, Ecology and environment, Value orientation, Employment, ICT introduction, Global demands, etc.)
- 1.1.3 How are the institutional goals translated into the academic programmes, research and extension activities of the institution?
- 1.1.4 How does the university guide its colleges to develop programmes based on their regional needs? (Not applicable for Unitary Universities)
- 1.1.5 Specify the steps undertaken by the institution in the curriculum development process. (Need assessment, development of information database from faculty, students, alumni, employees and academic experts, and formalizing the decisions in statutory academic bodies.)
- 1.1.6 How do the Boards of Studies ensure the currency and relevance of the programme offerings?
- 1.1.7 How employability is ensured through Curriculum design and development?

- 1.1.8 State the curricular design and model adopted by the University in the organization of its curricula.
- 1.1.9 How are the global trends in higher education reflected in the curriculum?
- 1.1.10 How does the institution ensure that the curriculum bears some thrust on national development?
- 1.1.11 What is the composition of the Board of Studies? Specify PG and UG representation in the BOS if there is only one BOS for both?
- 1.1.12 Does the institution use the UGC/ AICTE guidelines for developing or restructuring the curricula?
- 1.1.13 What percentage of the courses focus on experiential learning including practical and work experience? For overall development of students, what measures have been taken in the Curriculum design?
- 1.1.14 What are the courses aiming to promote value education or social citizenship roles?
- 1.1.15 Is there a provision for computer skills to be incorporated in the curriculum for all students?
- 1.1.16 Are women's issues incorporated in the curriculum? If yes, what are the initiatives taken to introduce women related courses/topics in the curriculum?
- 1.1.17 What programmes are developed for differently abled students and how the same is implemented?
- 1.1.18 What programmes are developed for distance education in the corresponding units?

1.2 Academic Flexibility

- 1.2.1 What is the range of programme options available to learners in terms of Degrees, Certificates and Diplomas? Give the cut off percentage for admission at the entry level.
- 1.2.2 What other programmes are offered for employees/ professionals in terms of training for career advancement?
- 1.2.3 Give the list of programmes offered by the University for the Colleges to choose from.
- 1.2.4 What programmes are available for international students?
- 1.2.5 Does the university provide twinning programmes? Give details
- 1.2.6 Does the institution offer any self-financing programmes in the institution? If yes, list them.
- 1.2.7 What is the procedure adopted to extend additional programmes of studies to affiliated institutions?
- 1.2.8 Does the institution follow Annual System, Semester System, Trimester System and Choice Based Credit System (CBCS)?
- 1.2.9 Does the institution provide flexibility to pursue the programme with reference to the time frame (flexible time for completion)?

- 1.2.10 Does the institution have any provision for slow and disadvantaged learners? If yes for what courses?
- 1.2.11 How does the institution identify slow and advanced learners? How are the advanced learners facilitated to meet the challenges?
- 1.2.12 Does the institution provide flexibility to the students to move from one discipline to another? Give details.
- 1.2.13 Does the institution provide facilities for credit transfer, if the students migrate from one institution to another institution in or outside the country?
- 1.2.14 Does the institution provide a) Core options b) Elective options c) Enrichment courses?
- 1.2.15 Does the institution provide the flexibility of combining the conventional and distance mode of education for students to make use of the combination of courses they are interested in?

1.3 Feedback on Curriculum

- 1.3.1 How does the University obtain feedback from
 - a) students
 - b) alumni
 - c) employer
 - d) community
 - e) academic peers
 - f) industry
 - g) parents
- 1.3.2 How are the feedbacks used for significant changes in the curriculum?
- 1.3.3 Which courses had major syllabus revision during the last five years? (with change in title and content)
- 1.3.4 How do the affiliated institutions give feedback to the University on curricula?

1.4 Curriculum Update

- 1.3.1 Does the institution refer UGC/National/International models while updating curricula?
- 1.3.2 What are the interdisciplinary courses introduced during the last five years?
- 1.3.3 How are the existing courses modified to meet the emerging needs?
- 1.3.4 What value added courses are introduced which would
 - a)develop skills
 - b)offer career training
 - c)promote community orientation?
- 1.4.5 Does the institution focus on multi skill development in its programmes? If yes, illustrate.

- 1.4.6 What thrust is given to ‘Information Communication Technology’ in the curriculum for equipping the students for global demands?
- 1.4.7 How often is the curriculum pertaining to the affiliated institutions updated and diversified?
- 1.4.8 What were the initiatives to restructure the UG courses to make them socially relevant and / or job oriented?

1.5 Best Practices in Curricular Aspects

- 1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects with reference to curricular design and development / academic flexibility / feedback from stake holders / curriculum update?

For Re-accreditation:

The same assessment framework will be used. However, additional information has to be provided for the following probes:

1. What were the evaluative observations made under Curricular Aspects 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 Curricular Aspects?

* Responses to questions from 1.1.1 to 1.5.1 should be based on data of five years after accreditation.

Criterion II: Teaching – Learning and Evaluation

2.1 Admission Process and Student Profile

- 2.1.1 How does the institution ensure wide publicity and transparency in the admission process?
- 2.1.2 How are the students selected for admission to the following courses?
 - a) General
 - b) Professional
 - c) Vocational
- 2.1.3 What strategies are adopted to create access to
 - a) Disadvantaged community
 - b) Women
 - c) Differently-abled

- d) Economically-weaker sections of the Society
- e) Athletes and sports persons

2.1.4 How many applications were received and how many were granted admissions for the following courses?

	No.of Applications Admitted .	No.
--	----------------------------------	-----

- a) Professional courses
- b) General courses
- c) Vocational courses
- d) Post-graduate courses
- e) Undergraduate courses
- f) For all courses

2.2 Catering to Diverse Needs

- 2.2.1 Is there a provision for assessing student's knowledge/ needs and skills before the commencement of the teaching programme?
- 2.2.2 Does the institution provide bridge courses to the educationally-disadvantaged students?
- 2.2.3 What programmes are offered to the students from the disadvantaged communities?
- 2.2.4 What specific strategies are adopted for facilitating
 - a. Advanced students?
 - b. Slow learners?

2.3 Teaching-Learning Process

- 2.3.1 How does the institution plan and organize the teaching learning evaluation schedule into the total scheme? Does the University have an academic calendar? How is it prepared?
- 2.3.2 What are the courses which predominantly use the lecture method? Apart from classroom interactions, what are the other methods of learning experiences provided to students?

- 2.3.3 How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the institution, which contribute to self-management of knowledge development and skill formation?
- 2.3.4 What are the modern teaching aids used in classroom instruction? What are the other student learning experiences?
- 2.3.5 Is there a practice of having tutorial classes for the students? If yes, for what courses?
- 2.3.6 Is there a provision for counsellors / mentors/ advisors for each class or group of students for academic and personal guidance? If yes, specify.
- 2.3.7 How is the academic progress of each student monitored by the faculty?
- 2.3.8 Give details of the course by sessions of work assigned and implemented in the tutorial session?
- 2.3.9 How do the students and faculty keep pace with the recent developments in the subjects?
- 2.3.10 Are there departmental libraries for the use of faculty and students? If yes, give details
- 2.3.11 On an average, how many students and faculty use the library per week?
- 2.3.12 What are the initiatives taken to make optimum utilization of INFLIBNET/DELNET facility by the students and faculty?
- 2.3.13 How does the library collect books and journals for all departments?
- 2.3.14 How does the library manage to cater to the needs of teachers and students with access to books and journals and timings?

2.4 Teacher Quality

- 2.4.1 What is the faculty strength of the University? How many positions are filled against the sanctioned strength? How many of them are from outside the State?
- 2.4.2 How are the members of the faculty selected? Does the University have the required number of qualified and competent teachers to handle all the courses for all departments? If not, how does the University cope with the requirements?
- 2.4.3 Does the University appoint substitutes/ additional faculty to teach existing and new programmes? How many such appointments were made during the last year?
- 2.4.4 What is the teacher student ratio?
- 2.4.5 What percentage of the teachers have Ph.D. as the highest qualification?
- 2.4.6 What percentage of the teachers have M. Phil as the highest qualification?
- 2.4.7 What percentage of the teachers have completed UGC, NET and SLET exams?
- 2.4.8 What efforts are made by the management to promote teacher development? (eg: research grants, study leave, deputation to national/ international conferences/ seminars, in-service training, organizing national/ international conferences etc.)
- 2.4.9 What are the teaching innovations made during the last five years? How are innovations rewarded?

- 2.4.10 Does the institution have representation of women among the staff? If yes, what percentage?
- 2.4.11 List the faculty who have been recognized for excellence in teaching during the last five years?
- 2.4.12 List the faculty who have undergone staff development programmes during the last five years (refresher courses, orientation programmes and staff training conducted by the university and other institutions)
- 2.4.13 What percentage of the faculty served as resource persons in Workshops/ Seminars/ Conferences during the last five years (average)?
- 2.4.14 What percentage of teaching staff participated in Workshops/Seminars/ Conferences and presented papers during the last five years? (average)
- 2.4.15 Has the faculty been introduced and trained in the use of
- a) Computers
 - b) Internet
 - c) Information Technology
 - d) Audio Visual Aids
 - e) Computer Aided Packages
- 2.4.16 Does the university have an Academic Staff College? If yes, give the details of programmes it offers.

2.5 Evaluation Process and Reforms

- 2.5.1 Does the university evaluate teachers on teaching and research performance? How does the evaluation help in the improvement of Teaching and Research?
- 2.5.2 Has the institution introduced evaluation of the teachers by the students? If yes, how is the feedback analyzed and implemented for the improvement of Teaching and Learning?
- 2.5.3 Does the institution promote self-appraisal of teachers? If yes, how often?
- 2.5.4 Is the appraisal by the teachers reviewed by the head of the institution and used to improve the quality of teaching?
- 2.5.5 Does the institution have an academic audit of the department? If yes, illustrate.
- 2.5.6 Based on the recommendations of academic audit what specific measures have been taken by the institution to improve the teaching, learning and evaluation?
- 2.5.8 How does the institution monitor the performance of the students? (Annual/ Semester exam, Trimester Exam, Midterm Exam, Continuous assessment, Final exam, etc.,)
- 2.5.9 Are the evaluation methods communicated to the students at the beginning of the year? If yes, how?
- 2.5.10 What is the method of evaluation followed? (Central, Door, Double evaluation, etc.,)
- 2.5.11 What is the mechanism for Redressal of grievances regarding evaluation?
- 2.5.12 When are the examination results declared? Give the time frame

- 2.5.13 Does the institution communicate to the parents regarding the evaluation outcome?
- 2.5.14 How long has the current system of evaluation been in practice?
- 2.5.15 Has the institution developed any evaluation reforms?
- 2.5.16 What are the reforms made with reference to evaluation?(Double evaluation, Open book examination, Question Bank, Moderation, Internal assessment)
- 2.5.17 Is evaluation procedures made transparent, If yes, how? Illustrate the different stages of evaluation till the declaration of results?
- 2.5.18 Does the University have continuous assessment, If yes, please specify the weightage?
- 2.5.19 What is the scheme / system of examination in practice for the affiliated institutions?
- 2.5.20 Give details of the number of question papers set, examinations conducted per year.
- 2.5.21 Mention the number of malpractice cases reported and how they are dealt with.
- 2.5.22 Does the university provide the photocopy of answer scripts to students? If yes, give details of the practice.
- 2.5.23 Give details regarding the computerization of the examination system?

2.6 Best Practices in Teaching-Learning and Evaluation

- 2.6.1 What innovations / best practices are followed by the college with regards to teaching, learning and evaluation? With reference to admission process, student profile / catering to diverse needs / teaching-learning process / teacher quality / evaluation process and reforms or any other quality initiatives.

For Re-accreditation:

The same assessment framework will be used. However, additional information has to be provided for the following probes:

1. What were the evaluative observations made under Teaching-Learning and Evaluation 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 Teaching-Learning and Evaluation?

* Responses to questions from 2.1.1 to 2.6.1 should be based on data of five years after accreditation

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

- 3.1.1 Is there a research committee to facilitate and monitor research? If yes, give details.
- 3.1.2 Is research a significant activity of the university, If yes, How does the institution promote faculty participation in research?
- 3.1.3 What provision is made in the budget for research and development?
- 3.1.4 Does the university promote participation of the students in research in the academic programme?
- 3.1.5 What are the major research facilities developed and are available to faculty and students on the campus?
- 3.1.6 Does the university subscribe research journals for reference as per the different departmental requirements?
- 3.1.7 Does the university extend recognition to National institutions that provide research training leading to research degrees?

3.2 Research and Publication Output

- 3.2.1 Give details of the ongoing minor and major projects?
- 3.2.2 Does the university have research funding from the Government, Industry, NGO or International agencies? Give details
- 3.2.3 Does the University have research students currently registered for Ph.D?
- 3.2.4 Does the University provide fellowship/scholarship to research scholars?
- 3.2.5 Does the University have post-doctoral fellows currently working in the institution?
- 3.2.6 Give the highlights of the collaborative research done by the faculty
- 3.2.7 What research awards and patents were received by the faculty during the last five years?
- 3.2.8 Are there Research papers published in refereed journals periodically, by the faculty? If yes, specify.
- 3.2.9 Give the list of publications by faculty members
 - a. Books
 - b. Research papers
 - c. Abstracts
 - d. Proceedings
 - e. Theses etc.,

3.3 Consultancy

- 3.3.1 List the broad areas of consultancy services provided by the Institution during the last 5 years
- 3.3.2 Does the institution publish the expertise available for consultancy services?
- 3.3.3 Give details regarding the nature of consultancy services and revenue generated?

3.4 Extension Activities

- 3.4.1 What out reach programmes are organized by the institution? How are they integrated with the academic curricula?
- 3.4.2 How does the university promote university-neighborhood network in which students acquire training, which contribute to sustained community development?
- 3.4.3 How does the institution promote the participation of the students and faculty in extension activities of NSS, NCC, YRC and other NGOs? How often and in what roles are they involved?
- 3.4.4 Is there any research or extension work to ensure social justice and to empower under-privileged sections in particular, women and children?
- 3.4.5 What is the impact of the institution's extension programmes, on the community? Specify.

3.5 Collaborations

- 3.5.1 How many linkages does the institution have, for research and extension?
- 3.5.2 List the organizations and the nature of linkage and expected outcomes.
- 3.5.3 How does the linkage promote
 - a) Curriculum development
 - b) Internship
 - c) On-the-job training
 - d) Faculty exchange and development
 - e) Research
 - f) Consultancy
 - g) Extension
 - h) Publication
 - i) Student Placement

3.6 Best Practices in Research, Consultancy and Extension

- 3.6.1. Describe the best practices in research, consultancy and extension with reference to promotion of research / publication output / consultancy and extension activities / collaborations?

For Re-accreditation:

The same assessment framework will be used. However, additional information has to be provided for the following probes:

- 1. What were the evaluative observations made under Research, Consultancy and Extension 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 Research, Consultancy and Extension?

* Responses to questions from 3.1.1 to 3.6.1 should be based on data of five years after accreditation

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

- 5.1.1 How well endowed is the university in terms of physical infrastructure? (classroom, administrative buildings, transport, water, power supply, etc., to run the academic programme) Enclose the master plan of the university campus indicating the existing building and the projected expansion in the future
- 5.1.2 What are the infrastructure facilities available for
- a) Academic activities
 - b) Co-curricular activities
 - c) Sports
- 5.1.3 Has the institution augmented the infrastructure to keep pace with academic growth? If yes, specify the facilities and the amount spent during the last five years.
- 5.1.4 Has the institution provided facilities like common room, wash/rest room for women students and staff?

4.2 Maintenance of Infrastructure

- 4.2.1 What is the budget allocation for the maintenance of -
- a. Land
 - b. Building
 - c. Furniture
 - d. Equipment
 - e. Computers
 - f. Transport
- 4.2.2 How is the budget optimally allocated and utilized?
- 4.2.3 Are there staff appointed for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained?
- 4.2.4 How is the infrastructure optimally used?

4.3 Library as Learning Resource

- 4.3.1 How does the library ensure access, use and security of materials?
- 4.3.2 What are the facilities available in the library? (Computers, Internet, reprographic facilities etc.)
- 4.3.3 How do the library collections cater to the needs of the users?
- 4.3.4 How does the library ensure purchase and use of current titles, important journals and other reading materials?
- 4.3.5 If the library has an archives section, to what extent, is it used by the students, faculty and researchers?

- 4.3.6 How are on-line and Internet services in the library used by students and faculty?
Specify the hours and frequency of use
- 4.3.7 Are the library services computerized? Does the institution make use of INFLIBNET/ DELNET/ IUC facilities? If yes, give details.
- 4.3.8 For how many days is the library kept open in an academic year? How many hours is the library kept open per day?
- 4.3.9 Does the library have an advisory committee? What are its functions?
- 4.3.10 Amount of money spent for new books, journals during the last five years?
- 4.3.11 How does the library motivate students/ teachers to read existing and new arrivals?
- 4.3.12 What are the special facilities offered by the library to the visually challenged and physically challenged person? How are they used?
- 4.3.13 List the infrastructural development of the library over the last five years?

4.4 ICT as Learning Resources

- 4.4.1 How is the computer facility extended to all faculty and students?
- 4.4.2 How are the faculty facilitated to prepare computer aided teaching/ learning materials? What are the facilities available in the university for such efforts?
- 4.4.3 Is there a central computing facility? If yes, how favorable are its timings, access and cost to both the students and faculty?
- 4.4.4 How are the computers and its accessories maintained in the department?
- 4.4.5 What is the output of the various departments in developing ICT packages for their discipline?

4.5 Other Facilities

- 4.5.1 How many students stay in the hostel? How many rooms are there in the hostel? Is the accommodation sufficient to meet the demand?
- 4.5.2 What facilities are provided in the hostel?
- 4.5.3 What are the facilities provided by the health center?
- 4.5.4 What are the physical and infrastructure facilities available for the sports and physical education?
- 4.5.5 How does the institution ensure participation of women in intra and inter institution sports competitions?
- 4.5.6 Does the institution have a workshop / instrumentation centre? If yes, what are the physical and infrastructure facilities available in the centre?

4.6 Best Practices in the Development of Infrastructure and Learning Resources

- 5.1.5 Describe the best practices for the development of infrastructure and learning resource adopted by the college with reference to physical facilities and its maintenance / library as a learning resource / ICT as learning resource and other facilities to create learning ambience?

For Re-accreditation:

The same assessment framework will be used. However, additional information has to be provided for the following probes:

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?

* Responses to questions from 4.1.1 to 4.6.1 should be based on data of five years after accreditation

Criterion V: Student Support and Progression

5.1 Student Progression

- 5.1.1 What is the student strength of the institution for the current academic year? Give the data gender-wise, state-wise and nationality-wise, along with analysis and comments.
- 5.1.2 Details of the last two batches of students and their profile (SC/ST, OBC, BC, General etc.,) prefixing the Socio-economic profiles also.
- 5.1.3 What percentage of the students on an average progress to further studies? Give details for the last five years.
- 5.1.4 What is the dropout rate for the different years after admission?
- 5.1.5 What proportions of the graduating students have been employed for the last three years? Provide placement record for the last three years.
- 5.1.6 How many students appeared/ qualified in UGC-CSIR-NET, SLET, IAS, GATE/ CAT/GRE/TOFEL/GMAT/Central/State services, etc. through Competitive Examinations. (last two years)

5.2 Student Support

- 3.1 Does the institution publish its updated prospectus and handbooks annually? If yes, what are the information contents disseminated to students?
- 3.2 Does the institution provide financial aid to students? If yes, specify the type and number of scholarships/ free ships given to the students last year?
- 3.3 What types of support services are available to overseas students?
- 3.4 What support services are available to SC/ST students?
- 3.5 What are the support services made available to differently-abled students?
- 3.6 Does the institution offer placement and counselling services to students?
- 3.7 Is there a counselling service for women students?
- 3.8 Does the faculty participate in academic and personal counselling? If yes, how many have participated last year?
- 3.9 Has the employment cell encouraged students to be self- employed during the last five years?
- 3.10 Does the institution have an alumni association? If yes, what are its activities?
- 3.11 List the names of top 10 most renowned Alumni of the university along with their designation?
- 3.12 Are the alumni contributing to the development of the institution? If yes, Please specify how?
- 3.13 Does the institution have a grievance redressal cell? If yes, what are its functions?
- 3.14 List the Number of grievances redressed during the last two years.
- 3.15 Is there a provision for welfare schemes for students? If yes, specify.
- 3.16 What were the specific measures initiated by the institution to enhance the quality of education with reference to student support and progression?

- 3.17 Is there a cell to prevent Sexual Harassment?
How effective is the cell?
- 3.18 What are the efforts to provide legal literacy
to women?

5.3 Student Activities

- 4.1 What are the incentives given to students who are proficient in sports?
- 4.2 Give details of the participation of the students in sports and the outcome, at the state, regional, national and international levels, during the last five years?
- 4.3 How does the institution collect feedback from students for improving the support services?
- 4.4 Does the institution collect feedback from employers? If yes, how is the feedback used? Illustrate the outcome.
- 4.5 Furnish information regarding the participation of students in extra curricular activities and recreational activities?

5.4 Best Practices in Student Support and Progression

- 5.4.1 Describe the Best practices in student support and progression practiced by the college in terms of student progression / student support / activities

For Re-accreditation:

The same assessment framework will be used. However, additional information has to be provided for the following probes:

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?

* Responses to questions from 5.1.1 to 5.4.1 should be based on data of five years after accreditation

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

- 6.1.1 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future etc.?
- 6.1.2 What are the goals and objectives of the institution? How are they made known to the various stakeholders?
- 6.1.3 Does the institution have a mission statement and goals reflecting quality? If yes, give details.
- 6.1.4 What measures has the institution taken to translate quality to its various administrative and academic units?
- 6.1.5 What are the leadership functions of the Head of the Institution? How is the leadership system established in the university?
- 6.1.6 Is the faculty involved in decision-making? If yes, how?

6.2 Organizational Arrangements

- 6.2.1 Give the organizational structure and the details of the statutory bodies?
- 6.2.2 Give details of the meetings held, the decisions made, regarding finance, infrastructure, faculty, academic research, extension, linkages and examinations held during the last year.
- 6.2.3 How frequently are the meetings of the different statutory bodies held? What are the major outcomes?
- 6.2.4 What percentage of the management council's resolutions are implemented during the last year?
- 6.2.5 How is the administration decentralized? Illustrate the organization chart.
- 6.2.6 Does the institution have an effective internal coordination monitoring mechanism? If yes, specify.

- 6.4.6 Does the institution appraise the performance of the teaching staff? If yes, specify.
- 6.4.7 Does the institution appraise the performance of the non- teaching staff? If yes, specify.
- 6.4.8 Has there been any study conducted during the last five years by the university/government or by any other external agencies on the functioning of any aspect of academic and administrative management? If yes, give the details of the reports.
- 6.4.9 Has the institution conducted any programme for skill upgradation and training of the non-teaching staff based on the performance appraisal? Give details
- 6.4.10 Does the institution conduct staff development programme for the teaching staff, & non-teaching staff? Illustrate.
- 6.4.11 How are teaching staff encouraged to use the computers, Internet, audio-visual aids, computer aided packages etc.?

6.5 Financial Management and Resource Mobilization

- 6.5.1 Provide income / expenditure statement for the last financial year (provide the same to the peer team during the onsite visit)
- 6.5.2 Is the operating budget of the institution adequate to cover the day-to-day expenses? If not, how it is managed?
- 6.5.3 Is the maintenance budget of the institution adequate with reference to its infrastructure and learning resources?
- 6.5.4 Have the accounts been audited regularly? What are the major audit objections and how are they complied with?
- 6.5.5 Does the institution have a mechanism for internal and external audit? Give details.
- 6.5.6 What are the current tuition and other fees?
- 6.5.7 How often is the fee revised?
- 6.5.8 What is the quantum of resources mobilized through donations? (other than block grants) Give details.

6.6 Best Practices in Governance and Leadership

- 6.6.1. Describe best practices in Governance and Leadership adopted by the college in terms of institutional vision and leadership / organizational arrangements / strategies development / deployment human resource management / financial management and resource mobilization

For Re-accreditation:

The same assessment framework will be used. However, additional information has to be provided for the following probes:

1. What were the evaluative observations made under Organisation and Management 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 Organisation and Management?

* Responses to questions from 6.1.1 to 6.6.1 should be based on data of five years after accreditation

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

- 7.1.1 What mechanisms have been developed by the institution for quality assurance within the existing academic and administrative system?
- 7.1.2 What are the functions carried out by the above mechanisms in the quality enhancement of the institution?
- 7.1.3 What role is played by students in assuring quality of education imparted by the institution?
- 7.1.4 What initiatives have been taken up by the institution to promote best practices in the institution? How does the institution ensure that the best practices have been internalized?
- 7.1.5 In which way has the institution added value to students' quality enhancement?

7.2 Inclusive practices

- 7.2.1 What practices have been taken up by the institution to provide access to students from the following sections of the society:
 - a) Socially-backward
 - b) Economically-weaker and
 - c) Differently-abled
- 7.2.2 What efforts have been made by the institution to recruit staff from the disadvantaged communities? Specify?
 - a) teaching

b) non-teaching

- 7.2.3 What special efforts are made to achieve gender balance amongst students and staff?
- 7.2.4 Has the institution done a gender audit and/or any gender-related sensitizing courses for the staff/ students? Give details.
- 7.2.5 What intervention strategies have been adopted by the institution to promote overall development of the students from rural/ tribal background?
- 7.2.6 Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?

7.3 Stakeholders Relationships

- 7.3.1 How does the institution involve all its stakeholders in planning, implementing and evaluating the academic programmes?
- 7.3.2 How does the institution develop new programmes to create an overall climate conducive to learning?
- 7.3.3 What are the key factors that attract students and stakeholders resulting in stakeholder satisfaction?
- 7.3.4 How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students considering the curricular and co-curricular activities, research, community orientation the personal/ spiritual development of the students?
- 7.3.5 How does the University anticipate public concerns with current and future programme offerings and operations?
- 7.3.6 How does the institution promote social responsibilities and citizenship roles among the students? Does it have any exclusive program for the same?
- 7.3.7 What are the institutional efforts to bring in community-orientation in its activities?
- 7.3.8 How does the institution actively support and strengthen the neighborhood communities? How does the University identify community needs and determine areas of emphasis for organizational involvement and support? How do the faculty and students contribute in these activities?
- 7.3.9 Describe how the institution determines student satisfaction, relative to academic benchmarks? Does the institution update the approach in view of the current and future educational needs and challenges?
- 7.3.10 How does the institution build relationships
- to attract and retain students
 - to enhance students' performance and
 - to meet their expectations of learning

7.3.11 What is the institution's complaint management process? How does the institution ensure that these complaints are resolved and promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization, and for better stakeholder-relationship and satisfaction?

For Re-accreditation:

The same assessment framework will be used. However, additional information has to be provided for the following probes:

1. How are the Core Values of NAAC reflected in the various functions of the institution?

* Responses to questions from 7.1.1 to 7.3.11 should be based on data of five years after accreditation

C. Evaluative Report of the Departments

Brief self-evaluation of every department may be provided separately, avoiding the repetition of data already given in the profile, to the extent possible. While the profile may provide quantitative data, this part of the report may be made more evaluative, using the quantitative data only to substantiate the claims, wherever necessary.

1. Faculty profile, adequacy and competency of faculty
2. Student profile according to programmes of study, gender, region etc
3. Changes made in the courses or programmes during the past five years and the contribution of the faculty to those changes
4. Trend in the success rate and drop out rate of students during the last five years
5. Learning resources of the department like library, computers, laboratories and other such resources
6. Enhancement of the learning resources during the past five years
7. Modern Teaching methods in practice other than the lecture method
8. Participation of teachers in academic and personal counselling of students
9. Details of faculty development programmes and teachers who benefited during the past five years
10. Participation of teachers in academic activities other than teaching and research
11. Collaborations with other departments and institutions at the national and international level and their outcome during the past five years

12. If research is a significant activity, the thrust areas of the department
13. Details of the ongoing projects and projects completed during the last five years
14. 'Programmes by research' offered by the university
15. Publications of the faculty, for the past five years. Details regarding citation index and impact factor analysis.
16. Participation of the department in the extension activities of the university.
17. Method of continuous student assessment
18. Placement record of the past students and the contribution of the department to the student placements
19. Significant achievements of the department or faculty or students during the past five years
20. Participation of the department in COSIP/ COHSSIP/ SAP/ CAS/ DSA/ DRS/ FIST/ etc.
21. Plan of action of the department for the next five years
22. Any other highlights

D. Declaration by the Head of the Institution

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

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

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

**Signature of the Head of the institution
with seal:**

Place:

Date:

Section C: Appendices

Appendix 1: Sample Questionnaires for Feedback from Students

A few sample questionnaires to obtain feedback from students are given in the following pages. These questionnaires are only suggestive and may be adapted to the institution's needs. The data collected will form an important feedback for quality enhancement of the institution.

The institution may devise its own feedback mechanisms to present the data to the peer team during the visit.

Sample Questionnaires for Feedback from Students

UNIVERSITIES

Questionnaire No. 1

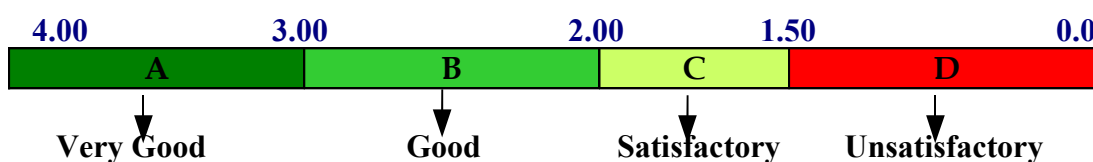
University XYZ

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.



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				
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Questionnaire No. 2

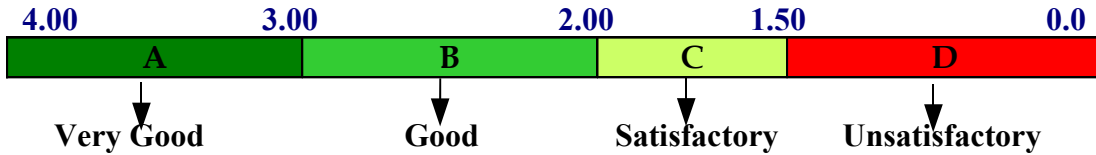
University XYZ

Student Feedback on Teachers (Separate for each Teacher)

Department :

Semester/Term/Year :

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



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

University XYZ

Students' overall Evaluation of Programme and Teaching

(To be filled only after Results are out)

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 the future.

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

You may tick off more than one answer to a question to the extent that it does not invalidate your response.

1. The syllabus was
 - a) challenging
 - b) dull
 - c) adequate
 - d) inadequate

2. Your background for benefiting from the course was
 - a) more than adequate
 - b) just adequate
 - c) inadequate
 - d) cannot say

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

4. How much of the syllabus was covered in 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 materials for the course?
 - a) excellent
 - b) adequate
 - c) inadequate
 - d) very poor

6. Were you able to get the prescribed readings?
- a) easily
 - b) with difficulty
 - c) not at all
 - d) with great difficulty
7. How well did the teacher prepare for class?
- a) thoroughly
 - b) satisfactorily
 - c) poorly
 - d) indifferently
8. How well was the teacher able to communicate?
- a) effectively
 - b) invariably
 - c) satisfactorily
 - d) badly
9. Did the teacher encourage student participation in class?
- a) yes
 - b) attempted
 - c) not at all
 - d) sometimes
10. If yes, which of the following methods were used?
- a) encouraged questions
 - b) discussion in class
 - c) discussion outside class
 - d) discussion individually
11. How helpful was the teacher in advising?
- a) helpful
 - b) unhelpful
 - c) sometimes helpful
 - d) sometimes unhelpful
12. Was the teacher
- a) courteous
 - b) rude
 - c) indifferent
 - d) strict
13. Did the internal assessment work?
- a) fairly
 - b) regularly
 - c) helpfully
 - d) cannot say
14. What effect do you think the internal assessment will have on your course grade?
- a) improve it
 - b) lower it
 - c) no effect
 - d) cannot say
15. How did the teacher provide feedback on your performance?
- a) regularly/irregularly
 - b) in time/late
 - c) with helpful comments
 - d) without comments

16. Were your assignments discussed with you?
- a) yes, fully
 - b) yes, partly
 - c) no
 - d) sometimes
17. Were you provided with a course and lecture outline at the beginning?
- a) yes
 - b) no
18. Was it helpful?
- a) yes
 - b) no
19. Was it followed?
- a) yes
 - b) no
20. Was there any opportunity for personal interaction with teachers?
- a) Yes
 - b) to some extent
 - c) nil
 - d) cannot say
21. Was there any opportunity for small group work?
- a) Yes
 - b) to some extent
 - c) nil
 - d) cannot say
22. Were outsider experts invited to address you?
- a) Yes
 - b) rarely
 - c) none
 - d) frequently
23. Did you visit industries, laboratories, banks and outside Universities/
- a) Yes, frequently
 - b) some times
 - c) no
 - d) yes, rarely
24. If you have other comments to offer on the course and the instructor you may do so 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 (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (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.

Appendix 3: Glossary

- Academic flexibility** : Choice offered in the curriculum offering and the curriculum transactions.
- Admission process** : Process of admitting students by a transparent well established and administered mechanism complying with all government norms.
- 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 of all academic and administrative events.
- Accreditation** : Certification of quality that is valid for a fixed period, which in the case of NAAC is five years.
- Assessment** : Performance evaluation of an institution or its units or its programs.
- Assessors** : Trained specialists who are peer team members.
- Academic audit** : Academic audit is an educational exercise of accountability linked autonomy to assess and improve the performance of teachers/ students/ administrative staff and the whole institution in a holistic manner and to have a pragmatic view about what is the present status of academic standards of higher education in a given institution. The inspection conducted by the university authorities or academic peers on the academic activities of an institution.
- Best practice** : Is a comprehensive, integrated and co-operative approach for the continuous improvement of area/s of performance in an organization: the winning strategies, approaches and processes that produce superior performance leading to a sustainable and successful end result. Benefits often include the assurance of quality results and consistency where the practice is followed.
- Bridge course** : Courses designed for students who have difficulties to cope with the academic program and bridge the gap between two levels of competence.

Curriculum design & development	: Process of designing and developing appropriate curriculum through a need assessment process and consultation with expert groups based on the feedback from the stakeholders resulting in the development of relevant programs to meet the professional and personnel needs of the students.
Choice based credit system	: Envisages faculties created for a learner to augment his credits by maximizing performance within a given timeframe or outside. Only a wide range of course choice can make the system possible. Such a system is called choice based credit system or is popularly known as the cafeteria model.
Citation index	: Citation index of a research paper expresses the number of times it is refereed to by other researchers in referred journals and is a measure of validity of its contents.
Catering to diverse needs	: The programs and the strategies adopted by institutions to satisfy the needs of students from diverse backgrounds.
Collaboration for research and extension	: Formal agreement/ understanding between any two or more institutions for training, student/faculty exchange or extension support.
Co-curricular activities	: Activities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play.
Constituencies	: All the academic, administrative and support units of the institution
Counseling	: Exhorting, assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.
Criteria	: Pre-determined standards of functioning of an institution of higher education that form the basis of assessment and accreditation.
Evaluation process and Reforms	: Assessment of learning, teaching and evaluation process and reforms to increase the efficiency and effectiveness of the system

Experiential Methodology	: Student-focused learning strategies to realize the learning objectives
Extension activities	: The aspect of education, which emphasizes neighborhood services. These are often integrated with curricula as extended opportunities intended to help, serve reflect and learn. The curriculaum-extension interface has educational values, especially in rural India.
Elective options	: A choice available to students to select from among a large number of subjects.
Enrichment courses	: Value added courses offered by institution for student empowerment. They enhance the curriculum by amplifying, supplementing and replacing such parts or features as have become ineffective or obsolete.
Feed back on curriculum & curriculum revision	: Response from student's academic peers and employers for review and design of curriculum programs.
Financial management & resource mobilization	: Budgeting and optimum utilization of financial resources including planning and implementing strategies for augmenting resources.
Faculty development program	: Programs meant for updating of knowledge and pedagogical skills for the professional development of teachers.
Format for self-study	: Structured framework evolved by NAAC to enable an institution to collect, compile and present quantitative and qualitative information.
Flexibility	: Enables student's greater horizontal mobility with a large number of program options in diverse disciplines.
Human resource Management	: The process of assessing the man power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback.
Horizontal mobility	: The option for movement of students within and across disciplines.
ICT	: The term refers to computer and allied gadgetry that have a bearing on the efficiency of services both academic and administrative, which an institution

provides.

- IEQA** : Institutional Eligibility for Quality Assessment (IEQA) is a status granted to an institution at the initial stage to identify the eligibility of the institution for applying for the second step: i.e the comprehensive Assessment and Accreditation by NAAC.
- Internal quality assurance system** : Self regulated responsibilities of the higher education institutions aimed at continuous improvement of quality for achieving academic excellence and administrative reforms.
- Innovation** : Meaningful change to improve an organization's program, services and processes to create a new value for the organization's stakeholders.
- Innovative practices** : New and creative approaches in education involving all stakeholders through self regulated internal quality assurance systems of the higher education institution and adopting inclusive practices aimed to promote academic excellence and effective human resource development.
- Inclusive Practice** : Involves the process of planning, designing and putting into practice and individualize sets of services and supports required by all students with special emphasis on the disadvantaged section of the student community.
- Infrastructure** : Physical facilities like building, play fields, hostels etc. which help run an institutional program.
- Impact factors** : The impact factor is a measure of the citations to science and social sciences journals. The impact factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication.
- Library as a learning resource** : The library holdings in terms of titles of books, journals and other learning materials and technology aided learning mechanism, which enable the students to acquire information, knowledge and skills required for their study.
- Leadership** : Term used for setting direction and create a student-focused, learning oriented climate, clear and visible values and high expectation by ensuring the creation of strategies, system and methods for achieving excellence, stimulating innovation and building knowledge and capabilities.
- Learner-centered education** : Strategic concept focusing on the learning and the real needs of students in order to develop the fullest potential of all students through a variety of

avenues of educational experiences and opportunities

- Maintenance of infrastructure** : The effective mechanism for maintenance of optimal use of infrastructure
- Other facilities** : Other supportive facilities on the campus, which contribute to effective ambience for academic and administrative activities.
- Organizational structure** : The structure and functions of an institution to co-ordinate academic and administrative planning.
- Overall grade** : The final outcome in terms of a single grade for the whole unit of assessment.
- Optimum utilization of infrastructure** : The infrastructure facilities are made available to the student for their maximum utilization. E.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary programs.
- Program options** : A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates.
- Promotion of research and research support system** : The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties.
- Physical facilities** : Infrastructure facilities of the institution to run the educational programs efficiently and the growth of the infrastructure to keep pace with the academic growth of the institution.
- Perspective plan and strategic development** : Designing and implementing a time-bound strategic perspective vision document for institutional development with prioritized activities and appropriate financial allocations.
- Performance results** : The organization's performance outcome through its various academic and administrative inputs resulting in faculty and student satisfaction employer's recognition and other socio-economic and technological contribution.
- Research and publication output** : Quality research outcome beneficial for the discipline, society and industry and dissemination of knowledge including theoretical and practical findings of research through publication in reputed refereed journals nationally and internationally.
- Remedial courses** : Courses offered to academically disadvantaged students in order to help them cope with academic requirements.
- Research** : Systematic intellectual investigations aimed at discovering, interpreting and

revising human knowledge.

- Research grant** : Grant generated/ received from different agencies by the institution for conducting research projects.
- Resource mobilization** : Generation of funds through external sources such as donations, consultancy, self-financing courses and so on.
- Stakeholder relationship** : Affiliation and interaction with groups or individuals who have an interest in the actions of the institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization.
- Strategy development and deployment** : Formulation of objectives, directives and guidelines with specific plans for institutional development and their appropriate implementation.
- Student profile** : The student community of the institution, their strength and the diversity in terms of economic and social strata, location and other demographic aspects such as gender, age, religion, caste, rural/ urban.
- Student progression** : Vertical movement of students from one level of education to the next higher level successfully or towards gainful employment.
- Student support** : Facilitating mechanism for access to information fee structure and refund policies and also guidance and placement cell with student welfare measures to give necessary learning support to the students.
- Student activities** : The participation of the students in the activities, which are instrumental in developing various skills to foster holistic personality development.
- Social responsibility** : Focuses on responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behaviour and the need to practice good citizenship.
- Systems perspective** : Taking into account all the behaviors of a system as a whole, in the context of its environment for appropriate implementation.
- Self appraisal** : Individuals' own evaluation of his/ her performance.
- Teaching-learning process** : Learner-centered education through appropriate methodologies to facilitate effective teaching and learning.
- Teacher quality** : A composite term to indicate the quality of teachers in terms of qualification of the faculty, the adequacy meant for recruitment procedures, professional

development, recognition and teachers characteristics.

- Threshold** : A quality level which is considered as the minimum requirement for satisfactory performance
- Unit of assessment and accreditation** : A University/ Autonomous College/ Affiliated College/ Constituent College/ A Department of a University constitutes the unit of assessment and accreditation
- Weightages** : Taking cognizance of the different types of educational institutions, differential scores are assigned to the criteria and key aspects, in order to distribute scores fairly without any handicap incidental to a particular type of institution

Appendix 4: Abbreviations

A & A (A/A)	-	Assessment & Accreditation
AC	-	Academic Council
ACM	-	Associates of Computing Machinery
AMC	-	Annual Maintenance Contract
AVRC	-	Audio-Visual Research Centre
AICTE	-	All India Council for Technical Education
BoS	-	Board of Studies
CAL	-	Computer Aided Learning
CAS	-	Center for Advanced Studies
CAT	-	Common Aptitude Test
CBCS	-	Choice Based Credit System
CD	-	Compact Diskette
CDC	-	College Development Council
CEC	-	Consortium for Educational Communication
CGPA	-	Cumulative Grade Point Average
CR	-	Criteria
CR-GPA(s)	-	Criterion-wise Grade Point Average(s)
COHSSIP	-	Committee for Humanities and Social Science Improvement Program
COSIP	-	Committee for Science Improvement Program
COSIST	-	Committee for Strengthening of Infrastructure Improvement Program in Science and Technology
CSA	-	Centre for Social Action

CSIR	-	Council of Scientific and Industrial Research
DELNET	-	Developing Library Network
DEP	-	Distance Education Programmes
DRS	-	Departmental Research Support of UGC
DSA	-	Departmental Special Assistance of UGC
DST	-	Department of Science and Technology
DTP	-	Desk Top Publishing
DVD	-	Digital Video Diskette
EMRC	-	Educational Multimedia Research Centre
FIST	-	Fund for the Improvement of Science & Technology Infrastructure
GATE	-	Graduate Aptitude Test in Engineering
GATS	-	General Agreement on Trade in Services
GMAT	-	Graduate Management Admission Test
GRE	-	Graduate Record Examination
HEI	-	Higher Education Institution
IAS	-	Indian Administrative Services
ICHR	-	Indian Council of Historical Research
ICPR	-	Indian Council of Philosophical Research
ICSSR	-	Indian Council of Social Science Research
ICT	-	Information and Communication Technology
IEEE	-	Institute of Electrical and Electronic Engineers
IQAC	-	Internal Quality Assurance Cell
IQAS	-	Internal Quality Assurance System
INFLIBNET	-	Information and Library Network
INQAAHE	-	International Network for Quality Assurance Agencies in Higher Education
INSA	-	Indian National Science Academy
IPR	-	Intellectual Property Rights
IEQA	-	Institutional Eligibility for Quality Assessment
IT	-	Information Technology
IUC	-	Inter University Centre
KA	-	Key Aspect
KA-GP(s)	-	Key Aspect-wise Grade Point(s)
LoI	-	Letter of Intent
MHRD	-	Ministry of Human Resource and Development
MoC	-	Memorandum of Contract
MoU	-	Memorandum of Understanding

MIR	-	Minimum Institutional Requirements
MIS	-	Management Information System
NCTE	-	National Council for Teacher Education
NET	-	National Eligibility Test
NGO	-	Non Governmental Organization
NPE	-	National Policy Education
OBC	-	Other Backward Caste
PTR	-	Peer Team Report
QAA	-	Quality Assurance Agency
RAR	-	Reaccreditation Report
SA	-	Self Analysis
SC	-	Scheduled Caste
SAP	-	Special Assistance Program
SET/SLET	-	State Level Eligibility Test
SLQACC	-	State Level Quality Assurance Co-ordination Committee
SSR	-	Self-Study Report
ST	-	Scheduled Tribe
TEI	-	Teacher Education Institution
TOEFL	-	Test of English as a Foreign Language
UGC	-	University Grants Commission
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNO	-	United Nation Organization
UNICEF	-	United Nations Children Educational Foundation
UNDP	-	United Nation Development Programme
Wi-Fi	-	Wireless Fidelity
YRC	-	Youth Red Cross

