

***Guidelines for the Creation of the
Internal Quality Assurance Cell (IQAC)
and Submission of Annual Quality
Assurance Report (AQAR) by
Accredited Institutions***

**(AQAR format in line with the Manual of Open Universities,
with effect from the academic year 2021-22)**



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bengaluru - 560 072 India

NAAC

VISION

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

MISSION

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

Value Framework

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

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

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Report (AQAR) by Accredited Institutions***
(AQAR format in line with the Manual of Open Universities,
with effect from the academic year 2021-22)

This Guidelines are applicable to Open Universities accredited on the basis of Open University Manual. Other institutions can submit the AQAR Guidelines in respective formats as available in the NAAC website.



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***Guidelines for the Creation of the
Internal Quality Assurance Cell (IQAC)
and Submission of Annual Quality Assurance Report (AQAR)
in Accredited Institutions (with effect from academic year 2021-22)***

Introduction

In pursuance of its action plan for performance evaluation, assessment and accreditation and quality upgradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bengaluru proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a vital part of the institution's quality assurance system and work towards ensuring quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of its institution. For this, during the post-accreditation period, institutions need to channelize their efforts towards promoting holistic academic excellence including the implementation of peer team's recommendations.

The guidelines provided in the following pages will facilitate the institution in the creation and operation of the IQAC. The establishment of the IQAC is the first step towards institutionalization and internalization of quality enhancement initiatives. Its success depends on its sense of belongingness and participation in all the activities of the institution. It will not be yet another hierarchical structure or a record-keeping unit of the institution but will be a facilitative and participative unit of the institution. It has the potential to become a vehicle for ushering in quality enhancement through its planned and interventionist strategies to remove deficiencies and enhance quality, as in Quality Circles in industries.

IQAC – Vision

To promote quality culture as the prime concern of Higher Education Institutions through institutionalizing and internalizing all the quality-enhancing and sustaining initiatives taken with internal and external support.

Objective

The primary aim of the IQAC is

- To develop a mechanism to promote conscious, consistent and catalytic action plans to improve the academic and administrative performance of the institution.

- To promote institutional quality enhancement and sustenance through the internalization of quality culture and institutionalization of the best practices.

Strategies

IQAC shall evolve a mechanism and procedures for

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial units;
- b) Adoption of relevant and quality academic and research programmes;
- c) Ensuring equitable access to and affordability of academic programmes for various sections of the society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) Ensuring credible assessment and evaluation processes;
- f) Ensuring the proper allocation, adequacy and maintenance of support structure and services; and
- g) Sharing of research findings and networking with other institutions in India and abroad.

Functions

Some of the functions expected of the IQAC are:

- a) Development and application of quality benchmarks;
- b) Setting parameters for various academic and administrative activities of the institution;
- c) Facilitating the creation of a learner-centric environment conducive to quality education and faculty development to adopt the required knowledge and technology for participatory teaching and learning process;
- d) Collection and analysis of feedback from all the stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters to all the stakeholders;
- e) Organization of intra- and inter-institutional workshops and seminars on quality- related themes and promotion of quality circles;
- f) Documentation of various programmes/activities leading to quality improvement;
- g) Acting as a nodal agency of the institution for coordinating quality-related activities, including adoption and dissemination of the best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining and enhancing institutional quality;
- i) Periodical conduct of Academic and Administrative Audits along with their follow-up activities; and

- j) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per the guidelines and parameters of NAAC.

Benefits

IQAC will facilitate / contribute to

- a) Ensuring clarity and focus in the institution's march towards quality enhancement;
- b) Ensuring internalization of quality culture;
- c) Ensuring enhancement and coordination among the various units and activities of the institution and institutionalizing all good practices;
- d) Providing a sound basis for decision-making to improve institutional functioning;
- e) Acting as a dynamic system for quality changes in HEIs; and
- f) Building a sound methodology for documentation and internal communication.

Composition of the IQAC

The IQAC should be constituted in every institution under the chairpersonship of the Head of the Institution with heads of key academic and administrative units and a few teachers and a few distinguished educationists and representatives of the local management and stakeholders as members.

The composition of the IQAC should be as follows:

1. Chairperson: Head of the Institution
2. Teachers to represent all levels (Assistant Professor and Associate Professor) (Three to eight)
3. One member from the Management
4. The senior administrative officer (Office Superintendent/Manager)
5. One nominee each from the Local Society/Trust, Students and Alumni
6. One nominee each from the Employer/Industrialists/Stakeholders
7. One of the senior teachers as the Coordinator of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution and accordingly the representation of teachers may vary. The IQAC helps the institution in planning and monitoring quality-related activities. It ensures the various stakeholders' and beneficiaries' cross-sectional participation in the institution's quality-enhancement activities. The guidelines given here are only indicative and will help the institutions in their quality-sustenance activities.

The membership of the nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-thirds of the total number of members. The Agenda, Minutes and Action Taken Reports are to be documented and maintained electronically in a retrievable format.

While selecting these members, several precautions need to be taken. A few of them are listed below:

- ♦ It is advisable to choose persons from different backgrounds who have earned respect for their integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.
- ♦ It is advisable to change the Coordinator every two/three years to usher in new thoughts and activities in the institution.
- ♦ It would be appropriate to choose senior administrators and persons in charge of institutional services such as library, computer centre, estate office, student welfare, administration, academic tasks, examination and planning and development.
- ♦ The management representative should be aware of the institution's objectives, strengths and limitations, and should be committed to its improvement. The local Society/Trust representatives should be of a high social standing and should have made significant contributions to society and to education, in particular.

The Role of the Coordinator

The role of the Coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The IQAC Coordinator may be a senior and competent person with rich experiences and exposure to quality aspects. He/She may be a full-time functionary or a senior academician/administrator entrusted with additional responsibility as the IQAC Coordinator. Secretarial assistance should be ensured by the administration. It is essential that the coordinator has a sound knowledge of computers and data management.

Operational Features of the IQAC

Quality assurance is a by-product of the ongoing efforts of an institution to define its objectives and chalk out a work plan to achieve them and also specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The IQAC has to

ensure that whatever is done in the institution for higher education is done efficiently and effectively. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on the various aspects of the functioning of the institution. The IQAC Coordinator has a major role in implementing these functions. The IQAC may derive support from the already existing units and mechanism that contribute to the functions listed above.

Institutions are requested to submit the AQAR every year. NAAC has designed format for online submission of AQAR. The HEI is requested to logon to their portal for regular updates and submission. A functional IQAC and timely submission of the AQAR are the minimum institutional requirements to apply for the second, third and subsequent cycles of accreditation. During the institutional visit, the NAAC peer team will interact with the IQAC to know about its functioning, progress, and the quality sustenance initiatives undertaken.

The AQAR may be part of the Annual Report. It shall be approved by the statutory body/bodies of the HEIs (such as the Syndicate/Governing Council/Executive Council/Board of Management) which will also monitor the quality enhancement and sustenance measures undertaken by the IQAC.

The IQAC may create its exclusive window tab on its institutional website for keeping the documents pertaining to NAAC, Peer Team Reports, SSR, Data Templates, AQAR, and Certificate of Accreditation. It shall regularly upload/report on its activities and host the AQAR as well.

Revised Accreditation Framework

NAAC launched the Revised Accreditation Framework and hence the AQAR format also was modified in tune with the new methodology. The tools and parameters in the new AQAR format have been designed in such a way that the preparation of the AQAR would facilitate the HEI's SSR preparation for the upcoming cycle of accreditation. It is hoped that new AQAR format would facilitate Higher Education Institutions in creating a good database at the institutional level for enhancing a culture of excellence.

As per the Revised Accreditation Framework (RAF), NAAC-accredited institutions need to submit the AQAR online. Henceforth, HEIs need not submit the printed/hard copy of the AQAR to NAAC. The login ID for the online submission of the AQAR will be the e-mail ID used for the Institutional Information for Quality Assessment

(IIQA). The AQAR of the preceding year should be submitted to NAAC before 31st December every year. When institutions submit the AQAR online, they will receive an automated response from the NAAC portal.

Mandatory Submission of AQAR by IQAC

The Executive Committee of NAAC has decided that with effect from 16th September 2016 regular submission of the AQAR is mandatory for the second and subsequent cycles of accreditation.

The following are the prerequisites for the submission of AQAR for all Higher Education Institutions opting for the second and subsequent cycles of Assessment and Accreditation:

- The institution should have a functional IQAC.
- The minutes of IQAC meeting(s) and compliance to the decisions taken should be uploaded on the institutional website.
- The institution should have uploaded the AQAR on its institutional website for access to all its stakeholders.

Note: The terms and abbreviations used in the AQAR are in accordance with the respective NAAC manuals. Please refer to the glossary for the meaning of specific terms and abbreviations used in the AQAR.

Guidelines to HEIs to fill in AQAR

- All institutions have to submit AQAR online in the prescribed format only. They have to provide data for the academic year completed. Only one year's data needs to be provided in AQAR.
- Duly filled-in Data template has to be submitted online along with the AQAR in appropriate metrics. Data templates along with supporting documents need to be uploaded in the institutional website.
- QIM responses to be recorded in 100-200 words only.
- If the institution does not submit the AQARs on time, it will be recorded as late submission
- If institutions do not respond to the clarification(s) sought and do not edit AQAR accordingly within the stipulated time line even after 3 reminders, NAAC will accept AQAR as it is and an automated email will be sent to the HEI.
- After the approval of AQAR, the edit option will not be provided.
- All the terms provided in the glossary and used in the AQAR shall be read in conjunction with the respective manuals.
- In the AQAR, during the year has been specified which means latest completed academic year.
- The HEI's which are submitting AQAR after the first cycle (and subsequent cycle) should provide previous year AQAR links, however, those HEI's which are submitting AQAR for the first year after first cycle of accreditation may provide the SSR link instead of AQAR link.

The Annual Quality Assurance Report (AQAR) of the IQAC
(For Open Universities)

Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report i.e. Annual Quality Assurance Report (AQAR) to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the IQAC at the beginning of the Academic year. *The AQAR period would be the Academic Year. (For example, June 1, 2018 to May 31, 2019)*

Part – A

1. Data of the Institution

(Data may be captured from IIQA)

1. Name of the Institution

- Name of the Head of the institution :
- Designation:
- Does the institution function from own campus:
- Phone no./Alternate phone no.
- Mobile no.
- Registered Email
- Alternate Email
- Address :
- City/Town :
- State/UT :
- Pin Code :

2. Institutional status:

- University: State/Central/Deemed/Private:
(Tick appropriate)
- Type of Institution: Co-
education/Men/Women
- Location : Rural/Semi-urban/Urban:
- Financial Status: Centrally funded/state funded/Private

(please specify)

- Name of the IQAC Co-ordinator/Director:
- Phone no. /Alternate phone no. :
- Mobile:
- IQAC e-mail address:
- Alternate Email address:

3. Website address:

Web-link of the AQAR: (Previous Academic Year):

For ex. http://www.nou.nic.in/AQAR_REPORT_2019-2020.pdf

4. Whether Academic Calendar prepared during the year?

Yes/No....., if yes, whether it is uploaded in the Institutional website:

Weblink:

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity Period	
1 st				from:	to:
2 nd				from:	to:
3 rd				from:	to:
4 th				from:	to:
5 th				from:	to:

6. Date of Establishment of IQAC: DD/MM/YYYY:

7. Provide the list of Special Status conferred by Central/ State Government-

UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount

8. Whether composition of IQAC as per latest NAAC guidelines: Yes/No:

*upload latest notification of formation of IQAC

9. No. of IQAC meetings held during the year:

The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website.

Yes/No

(Please upload, minutes of meetings and action taken report)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year?

Yes

No

If yes, mention the amount:

Year:

11. Significant contributions made by IQAC during the current year (maximum five bullets)

*

*

*

*

*

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes

13. Whether the AQAR was placed before statutory body? Yes /No:

Name of the statutory body:

Date of meeting(s):

14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?

Yes/No:

Date:

15. Whether institutional data submitted to AISHE: Yes/No:

Year:

Date of Submission:

2. Extended Profile of the University

1. Curricular Aspects

1.1 Number of Programmes offered by the institution during the year

Year	
Number of programmes	

1.2 Number of programmes offered during the year, Please provide consolidated number of Programs offered during the year without repeat count, including the programmes that are dropped)

Assessment period	
Number of programmes	

1.3 Number of learners admitted afresh in first-year during the year

Year	
Number of learners enrolled in first year	

1.4 Number of learners enrolled during the year

Year	
Number of learners enrolled	

1.5 Number of courses offered by the institution during the year

Year	
Number of Courses	

1.6 Total Number of Courses offered by the institution (without repeat count and include courses that are dropped)

--

2. Teaching-Learning and Evaluation

2.1 Number of sanctioned posts of full time teachers and other academics

Year	
Sanctioned posts	

2.2 Number of full time teachers appointed against the sanctioned posts

Year	
Teachers in position	

2.3 Number of other academics in position against the sanctioned posts

Year	
Other Academic staff in position	

2.4 Number of Full time Academic consultants employed

Year	
Full time Academic Consultants in position	

2.5 Total number of full time teachers worked in the institution during the year (Please include the teachers who left / joined the institution during the assessment period without repeat counts:)

2.6 Total number of other academics worked in the institution during the year (Please include the other academics who left / joined the institution during the assessment period without repeat counts:)

4. Infrastructure and learning resources

4.1 Total expenditure excluding salary

Year	
Total expenditure of the university (excluding salary) INR in lakhs)	

5. Learner support and progression

5.1 Number of graduated learners

Year	
Number of graduated learners	

5.2 Number of enrolled learners in the preceding academic year registered for term end examination

5.3 Number of registered learners in the preceding academic year appeared for term end examination

5.4 Number of learners in the preceding academic year passed in the term end examination

Part – B
CRITERION I- CURRICULAR ASPECTS

Key Indicator- 1.1 Curriculum Planning, Design and Development

Metric No.	
1.1.1 Q_iM	<p>Relevance of curricula planned, designed and developed/adopted</p> <p>Curricula developed and implemented, of all the programmes have relevance to the local, national, regional and global needs which are visible in Programme Outcomes, Programme Specific Learning Outcomes and Course Learning Outcomes offered by the University, as per the norms of the Regulatory Bodies and in the conformity of the University's Mission and Goals</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Curricula implemented by the University • Mapping of curricula to Programme Outcomes • Outcome analysis of Programme Specific Learning Outcomes and Course Learning Outcomes • Minutes of the relevant BoS/ School Board / Academic Council • Any other relevant information
1.1.2 Q_nM	<p>New Programmes introduced - Percentage of programmes newly introduced by the institution during the year</p> <p>1.1.2.1 Number of new programmes introduced during the year</p> <p>Upload</p> <ul style="list-style-type: none"> • Minutes of relevant Academic Council/ School Board /BoS meetings • Details of the Curricula/Syllabi of the new programmes during the year • As per Data Template • Any other relevant information
1.1.3 Q_nM	<p>Revision of Programmes - Percentage of Programmes revised during the year</p> <p>1.1.3.1 Total number of Programmes revised during the year</p> <p>Upload</p> <ul style="list-style-type: none"> • Minutes of relevant Academic Council/BoS meetings • Details of the revised Curricula/Syllabi of the programmes during the year • As per Data Template • Any other relevant information
1.1.4 Q_nM	<p>Courses being offered as MOOCs or using OERs. - Percentage of courses being offered as MOOCs or using OERs to supplement the existing courses (data for the preceding academic year)</p>

	<p>1.1.4.1 Number of courses being offered as MOOCs or using OERs to supplement the existing courses (data for the preceding academic year)</p> <p>Upload:</p> <ul style="list-style-type: none"> • Web-link to the list of MOOCs approved • Curriculum/ Syllabus of the courses being offered as MOOCs or using OERs • Minutes of the Boards of Studies/ School Boards/ Academic Council meetings for approvals of these courses • As per Data Template • Any other relevant information
1.1.5 Q_nM	<p>Electronic media and other digital components in the curriculum - Percentage of the Courses on offer that have incorporated electronic/digital media and other digital components in their curriculum delivery during the year</p> <p>1.1.5.1 Total number of the Courses on offer have incorporated electronic/ digital media and other digital components in their curriculum during the year</p> <p>Upload:</p> <ul style="list-style-type: none"> • Details of Programmes incorporating electronic media and other digital components offered during the year • As per Data Template • Any other relevant information

Key Indicator – 1.2: Academic Flexibility

Metric No.	
1.2.1 Q_nM	<p>Programmes being adopted/adapted by other HEIs - Percentage of programmes adopted/adapted by other HEIs through formal MOU during the year</p> <p>1.2.1.1 Number of programmes adopted/adapted by other HEIs during the year</p> <div style="border: 1px solid black; width: 80px; height: 25px; margin: 10px auto;"></div> <p>Upload:</p> <ul style="list-style-type: none"> • MOU for programmes adopted/adapted by other HEIs • Details of Programme • As per Data Template • Any other relevant information
1.2.2 Q_nM	<p>Implementation of CBCS / ECS - Percentage of Programmes (UG/PG) in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented (Data of the latest completed academic year)</p> <p>1.2.2.1 Number of Programmes (UG/PG) in which Choice Based Credit System CBCS/</p>

	<p>Elective Course System (ECS) has been implemented (Data of the latest completed academic year)</p> <p>Upload</p> <ul style="list-style-type: none"> Minutes of relevant Academic Council/BoS/ School Board meetings for implementation of CBCS As per Data Template Any other relevant information 								
<p>1.2.3</p> <p>Q_nM</p>	<p>Enabling provision for lateral entry for learners - Percentage of learners admitted in the Institution through lateral entry during the year</p> <p>1.2.3.1 Number of admitted strength in programs where lateral entry is provisioned</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Admitted Strength in programs where lateral entry is provisioned</td><td></td></tr> </table> <p>1.2.3.2 Number of learners admitted in the Institution through lateral entry based on credit transfer during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of learners admitted for lateral entry</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> Credit transfer policy List of programmes having provision for lateral entry As per Data Template Any other relevant information 	Year		Admitted Strength in programs where lateral entry is provisioned		Year		Number of learners admitted for lateral entry	
Year									
Admitted Strength in programs where lateral entry is provisioned									
Year									
Number of learners admitted for lateral entry									
<p>1.2.4</p> <p>QM</p>	<p>Enabling provision for modular approach</p> <p>Provision for modular approach for flexible exit to the learners</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> The list of Programmes having modular approach with flexible exit options for the learners Any other relevant information 								

Key Indicator – 1.3: Curriculum Enrichment

Metric No.	
1.3.1	<p>Institution integrates crosscutting issues</p> <p>Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability,</p>

QnM	<p>Human Values, Emerging Demographic changes and Professional Ethics in the curricula</p> <p>Write description in maximum of 200 words</p> <p>(Description of specific courses that entails the above mentioned components)</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • List of courses that integrate crosscutting issues mentioned above • Description of the courses which address Gender, Environment and Sustainability, Human Values, Emerging Demographic changes and Professional Ethics in the Curricula • Any other relevant information
1.3.2 QnM	<p>Awareness/ soft skills / life skills/value-added courses etc., on offer</p> <p>1.3.2.1 Number of Value-added courses imparting life skills and soft skills being offered by the Institution during the year <input data-bbox="970 763 1112 826" type="text"/></p> <p>Upload:</p> <ul style="list-style-type: none"> • Brochure relating to the listed courses • Course content of the Value-added courses • As per Data Template • Any other relevant information
1.3.3 QnM	<p>Learners undertaking fieldwork / projects / internships etc. -</p> <p>Percentage of learners undertaking field work / projects / internships leading to submission of dissertation / Reports</p> <p>1.3.3.1: Number of learners undertaking field work / projects / internships leading to submission of dissertation / Reports (data for the latest completed academic year)</p> <p>Upload:</p> <ul style="list-style-type: none"> • Link to Programme structure(s) • Handbook/Manual for field work/ projects / internships. • List of learners enrolled in Programme involving field work/ projects / internships etc. • As per Data Template • Any other relevant information
1.3.4 QnM	<p>Courses on employability/ entrepreneurship/ skill development - Percentage of courses on offer has focus on employability/ entrepreneurship/ skill development during the year</p> <p>1.3.4.1 Number of courses having focus on employability/ entrepreneurship/ skill development during the year <input data-bbox="979 1688 1085 1744" type="text"/></p> <p>Upload:</p> <ul style="list-style-type: none"> • Link to programme structure and syllabus of such courses having focus on Employability/ Entrepreneurship/ Skill development • As per Data Template • Any other relevant information

Key Indicator – 1.4 Feedback System

Metric No.	
1.4.1	Feedback for design and review of curriculum
QnM	<p>Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders</p> <p>Structured feedback has been designed for review of curriculum/syllabus for the preceding academic year</p> <p>1) Learners 2) Teachers and other Academics 3) Academic Counsellors 4) External Subject Experts 5) Employers 6) Alumni</p> <p>Options: (Choose any one)</p> <p>A. Any 4 or more of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> • 20 sample filled in Feedback forms in each category opted for the metrics • As per Data Template • Any other relevant information
1.4.2	Action on feedback (feedback collection, analysis and action taken)
QnM	<p>Mechanism is in place for analyzing the Feedback obtained from stake holders on curriculum/syllabus for the preceding academic year</p> <p>Options: (Choose any one)</p> <p>A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional website B. Feedback collected, analyzed and action has been taken C. Feedback collected and analyzed D. Feedback collected E. Feedback not obtained/collected</p> <p>Upload:</p> <ul style="list-style-type: none"> • Stakeholder feedback report • Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management • As per Data Template • Any other relevant information

CRITERION II – TEACHING-LEARNING AND EVALUATION

Key Indicator - 2.1: Learner Enrolment

Metric No.					
2.1.1 Q_nM	<p>Average variation in enrolment of learners in the Institution during the year (note: Percentage of variation for the first year Assessment data to be considered as 100%)</p> <p>Upload</p> <ul style="list-style-type: none"> • Total enrollment data during the year authenticated by Registrar of the University • As per Data Template • Any other relevant information 				
2.1.2 Q_iM	<p>Efforts for reaching the unreached</p> <p>Efforts undertaken by the Institution for reaching out to the persons who do not have access to higher education</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to:</p> <ul style="list-style-type: none"> • Documents on efforts taken for reaching the unreached • Any other relevant information 				
2.2.1 Q_nM	<p>Catering to rural population - Percentage of learners enrolled from rural areas during the year</p> <p>2.2.1.1 Total number of learners enrolled from rural areas during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of learners enrolled from rural areas</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Number of rural learners authenticated by Registrar of the University • As per Data Template • Any other relevant information 	Year		Number of learners enrolled from rural areas	
Year					
Number of learners enrolled from rural areas					
2.2.2 Q_nM	<p>Reaching out to learners from socially backward categories - Percentage of learners enrolled across different socially backward categories during the year</p> <p>2.2.2.1 Number of learners admitted against SC/ST/OBC and other reserved categories as per GOI norms</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of learners admitted against SC/ST/OBC and other reserved categories as per GOI norms</td><td></td></tr> </table> <p>Upload:</p>	Year		Number of learners admitted against SC/ST/OBC and other reserved categories as per GOI norms	
Year					
Number of learners admitted against SC/ST/OBC and other reserved categories as per GOI norms					

	<ul style="list-style-type: none"> • Number of SC, ST and OBC learners authenticated by Registrar of the University • As per Data Template • Any other relevant information 				
2.2.3 Q_nM	<p>Reaching out to Persons with Disabilities (PwD) - Percentage of PwD learners enrolled during the year</p> <p>2.2.3.1 Number of learners enrolled from Divyangjans categories during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Total number of PwD learners enrolled</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Number of PwD learners authenticated by Registrar of the University • As per Data Template • Document submitted by the Institution to a Government agency giving this information • Any other relevant information 	Year		Total number of PwD learners enrolled	
Year					
Total number of PwD learners enrolled					
2.2.4 Q_nM	<p>Reaching out to women / Transgender learners -Percentage of Women learners enrolled during the year</p> <p>2.2.4.1 Total number of Women / Transgender learners enrolled from during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of women / Transgender learners</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Number of Women / transgender learners authenticated by Registrar of the University • As per Data Template • Any other relevant information 	Year		Number of women / Transgender learners	
Year					
Number of women / Transgender learners					
2.2.5 Q_nM	<p>Reaching out to employed persons - Percentage of the employed learners who are enrolled during the year</p> <p>2.2.5.1 Number of employed learners (including self employed) enrolled during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of employed learners including self-employed</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Number of employed learners authenticated by Registrar of the University • As per Data Template • Any other relevant information 	Year		Number of employed learners including self-employed	
Year					
Number of employed learners including self-employed					

2.2.6 QnM	<p>Learners from Special Target Group: prison inmates - Average number of prison inmates enrolled as learners during the year</p> <p>2.2.6.1 Number of prison inmates enrolled as learners during the year</p> <table border="1" data-bbox="292 365 1002 472"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of prison inmates enrolled as learners</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Number of prisoners enrolled authenticated by Registrar of the University • As per Data Template • Any other relevant information 	Year		Number of prison inmates enrolled as learners	
Year					
Number of prison inmates enrolled as learners					
2.2.7 QnM	<p>Learners from Defense and Security Forces - Average number of persons from Defense and Security Forces background namely: Defense / Security Personnel, Ex Service men/ War widows enrolled as learners during the year</p> <p>2.2.7.1 Number of persons from Defense and Security Forces background namely: Defiance / Security Personnel, Ex Service men/ War widows enrolled as learners during the year</p> <table border="1" data-bbox="268 943 1190 1072"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of learners from Defence/ Security Personnel/ Ex-servicemen/ War widows enrolled</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Number of learners from defense/security background authenticated by Registrar of the University • As per Data Template • Any other relevant information 	Year		Number of learners from Defence/ Security Personnel/ Ex-servicemen/ War widows enrolled	
Year					
Number of learners from Defence/ Security Personnel/ Ex-servicemen/ War widows enrolled					

Key Indicator - 2.3 Teaching-Learning Process

Metric No.	
2.3.1 QM	<p>Development of Self-Learning Material (SLM) in Print</p> <p>Process followed for development of Self-Learning Material Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Policy document on SLM • Any other relevant information
2.3.2 QnM	<p>Use of Radio for providing instruction - Percentage of programmes where radio has been used for providing instruction in the latest completed academic year</p> <p>2.3.2.1 Number of programmes where radio has been used for providing instruction in the latest completed academic year</p>

	<p>Upload:</p> <ul style="list-style-type: none"> • Proof of radio broadcasting with schedules of the programs • Schedules of the above activities • As per Data template • Any other relevant information 				
<p>2.3.3 QnM</p>	<p>Use of telecast / webcast for providing instruction - Percentage of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the latest completed academic year</p> <p>2.3.3.1 Number of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the latest completed academic year</p> <p>Upload:</p> <ul style="list-style-type: none"> • Proof of tele- broadcasting with schedules of the programs • Schedules of the above activities • As per the data template • Any other relevant information 				
<p>2.3.4 QnM</p>	<p>Availability of digitized SLMs for the learners - Percentage of programs having access to online SLMs</p> <p>2.3.4.1 Number of learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of programmes for which the digitized content is available for the learners</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Links to Digital repository of SLMs • Data template in Section B • Any other relevant information 	Year		Number of programmes for which the digitized content is available for the learners	
Year					
Number of programmes for which the digitized content is available for the learners					
<p>2.3.5 QM</p>	<p>Institutional Mechanism to provide academic counseling support</p> <p>An Institutional mechanism is in place to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Schedules of different counseling activities • Report of academic Counseling sessions • Any other relevant information 				

Key Indicator - 2.4: Teachers and other Academics - Profile and Quality

Metric No.					
2.4.1	<p>Full-time teachers and other academics in positions – Percentage of the sanctioned posts occupied by full-time teachers and other academics respectively during the year</p> <p>(Note: No need of any input since both denominator and numerator will auto populate from the Extended profile)</p> <p>Upload:</p> <ul style="list-style-type: none"> • Details of full time teachers and other academics As per Data Template • List of the faculty members authenticated by the Registrar of the University • Any other relevant information 				
2.4.2	<p>Full-time teachers and other academics with Ph.D. - Percentage of full-time teachers and other academics with Ph.D. degree</p> <p>2.4.2.1 Number of full-time teachers and other academics with Ph.D. degree</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of full-time teachers and other academics with Ph.D. degree</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Number of teachers and other academics with PhD • As per the Data Template • Any other relevant information 	Year		Number of full-time teachers and other academics with Ph.D. degree	
Year					
Number of full-time teachers and other academics with Ph.D. degree					
2.4.3	<p>Programmes on offer through Collaboration - Programmes offered which are developed through collaboration with Government / other agencies</p> <p>2.4.3.1: Number of Programmes offered which are developed through collaboration with Government / other agencies during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of Programmes developed in collaboration with Government/ other agencies</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Copies of MoUs with other agencies • Minutes of relevant Academic Council/BoS/ School Board meetings • As per Data Template • Any other relevant information 	Year		Number of Programmes developed in collaboration with Government/ other agencies	
Year					
Number of Programmes developed in collaboration with Government/ other agencies					

2.4.4 QnM	<p>Percentage of in-house faculty involved in design and development of SLMs during the year</p> <p>2.4.4.1 Number of in-house faculty involved in design and development of SLMs during the year</p> <table border="1" data-bbox="284 392 868 591"> <tr> <td>Year</td><td>Block Year</td></tr> <tr> <td>Number of in-house faculty involved in writing/ transforming/ editing of units</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Minutes of relevant Academic Council/BoS/ School Board meetings • Credit page of Blocks/ Courses • As per Data Template • Any other relevant information 	Year	Block Year	Number of in-house faculty involved in writing/ transforming/ editing of units	
Year	Block Year				
Number of in-house faculty involved in writing/ transforming/ editing of units					
2.4.5 QnM	<p>Recognition earned by full time teachers and other academics</p> <p>2.4.5.1 Number of full time teachers who received awards, fellowships, recognition etc. from state /national /international level, Government recognized bodies during the year</p> <table border="1" data-bbox="284 967 1181 1142"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of teachers and other academics who received awards, fellowships, recognition etc.</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Scanned copies of award/ appointment letters • As per Data Template • Any other relevant information 	Year		Number of teachers and other academics who received awards, fellowships, recognition etc.	
Year					
Number of teachers and other academics who received awards, fellowships, recognition etc.					
2.4.6 QnM	<p>Learner : Academic Counselor ratio</p> <p>2.4.6.1 Number of empanelled Academic Counselors for the latest completed academic year:</p> <div style="border: 1px solid black; width: 80px; height: 20px; margin: 5px auto;"></div> <p>Upload:</p> <ul style="list-style-type: none"> • Number of Academic Counsellors with details of total teaching experience for the preceding academic year • As per Data Template • Any other relevant information 				

Key Indicator - 2.5 Evaluation Process and Reforms

Metric No.	
2.5.1	Process of conduct of Term-end examination

Q_iM	<p>Process of conduct of Term End Examination and efforts done for fair and smooth conduct of the examination</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Schedule of Term End Examination of preceding academic year • Manual/ Handbook for conduct of Term End Examination • Any other relevant information
2.5.2	Examination related Grievances
Q_iM	<p>Mechanism of the Institution to deal with examination related grievances in a transparent manner</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Standard Operating Procedures related to Term End Examination related Grievances • Any other relevant information
2.5.3	Formative Assessment
Q_iM	<p>Standard Operating Procedures employed for continuous (internal) assessment followed by the Institution</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Policy documents on Evaluation Methodology • Any other relevant information
2.5.4	Status of automation of Examination/ Evaluation processes
Q_nM	<p>Status of automation of examination / evaluation processes is represented by: (Choose any one)</p> <p>A. 100% automation of entire Division & implementation of Examination Management System (EMS)</p> <p>B. Only learner registration, Hall ticket issue & Result Processing automated</p> <p>C. Only learner registration and result processing automated</p> <p>D. Only result processing automated</p> <p>E. No automation of Examination/ Evaluation Division</p> <p>Upload:</p> <ul style="list-style-type: none"> • Current Manual of examination automation system • Annual reports of examination including the present status of automation • As per Data Template • Any other relevant information
2.5.5	Involvement of external subject experts in evaluation process
Q_nM	<p>Extent of involvement of external subject experts and other academics in the evaluation related activities in the preceding academic year:</p> <ol style="list-style-type: none"> 1. Evaluation of Assignments 2. Evaluation of Projects 3. Preparation of Term End question papers

	<p>4. Moderation of Term End question papers</p> <p>5. Evaluation of answer scripts</p> <p>6. Examination related duties as invigilator, observer etc.</p> <p>Options:(Choose any one of the below)</p> <p>A. Any 4 or more of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> • Link to list of evaluators • As per Data Template • Any other relevant information
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Key Indicator -2.6 Learner Performance and Learning Outcomes

Metric No.	
2.6.1	Programme Outcomes
QIM	<p>The Institution has stated Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes which are integrated into the assessment process</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes • Any other relevant information
2.6.2	Percentage of completion status of UG and PG degree programmes with in specified period
QnM	<p>2.6.2.1. Number of UG learners enrolled in first year of the present assessment period.</p> <p>2.6.2.2. Number of UG learners completed the degree program within 3 to 5 years. (Out of the enrolled learners mentioned in 2.6.2.1 only).</p> <p>2.6.2.3. Number of PG learners enrolled in first year of the present assessment period.</p> <p>2.6.2.4. Number of PG learners completed the degree program within 2 to 4 years. (Out of the enrolled learners mentioned in 2.6.2.3 only).</p> <p>Upload:</p> <ul style="list-style-type: none"> • Link to declaration of results • As per Data Template • Any other relevant information

Key Indicator – 2.7 Learner Satisfaction Survey

Metric No.	
2.7.1	Online Learner Satisfaction Survey regarding teaching-learning process
QnM	<p>Furnish data regarding learner satisfaction with respect to teaching-learning process.</p> <p>The online survey would be conducted by NAAC</p> <p>Upload:</p> <ul style="list-style-type: none">• Database of all currently enrolled learners• As per Data Template• Any other relevant information

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

Key Indicator – 3.1 Promotion of Research and Facilities

Metric No.	
3.1.1	Policy for promotion of research
Q_iM	<p>The Institution has a well defined policy for promotion of systemic and discipline based research. Also, explain the assigned budget for research and its utilization, methods for implementation and monitoring.</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Minutes of the Governing Council/ Syndicate/Board of Management / Academic Council/ Research Council related to research promotion policy adoption • Policy document on promotion of research • Any other relevant information
3.1.2	Research facilities for teachers, other academics and learners
Q_nM	<p>Research facilities available to the teachers, other academics and learners of the Institution for pursuing research</p> <ol style="list-style-type: none"> 1. Reference Library 2. Online subscription to research journals 3. Research/Statistical Databases 4. Media Laboratory / studios 5. Science laboratories 6. Computing Laboratory and support for both qualitative and quantitative data analysis including softwares 7. Data curation and sharing facility 8. Language laboratory 9. Central Instrumentation Centre <p>Options (Choose any one of the below)</p> <ol style="list-style-type: none"> A. Any 6 or more of the above B. Any 4 or 5 of the above C. Any 2 or 3 of the above D. Any 1 of the above E. None of the above <p>Upload:</p> <ul style="list-style-type: none"> • URLs of the available facilities • As per Data Template • Any other relevant information

Key Indicator – 3.2 Resource Mobilization for Research

Metric No.					
3.2.1 QnM	<p>Government and Non-government grants for research</p> <p>3.2.1.1 Grants for research projects and Chairs sponsored by the government and non-government sources such as Industry, Corporate Houses, International bodies, endowments, professional associations etchas been received by the Institution during the year (INR in Lakhs)</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Year</td><td></td></tr> <tr> <td>Total grants for research received (INR in Lakhs)</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Award letters for research projects sponsored by government and non-government • As per Data Template • Any other relevant information 	Year		Total grants for research received (INR in Lakhs)	
Year					
Total grants for research received (INR in Lakhs)					
3.2.2 QnM	<p>Research projects funded to teachers – Number of research projects funded by the institution / government and non-government agencies per teacher</p> <p>3.2.2.1 Number of research projects funded by the institution / government and non-government agencies during the year</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Year</td><td></td></tr> <tr> <td>Number of teachers having research projects</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • List of research projects • Document from Funding Agency • Link of the funding agency website • As per Data Template • Any other relevant information 	Year		Number of teachers having research projects	
Year					
Number of teachers having research projects					

Key Indicator – 3.3: Innovation Ecosystem

Metric No.					
3.3.1	Innovative initiatives of the Institution				
QnM	<p>Institution has taken initiatives for creating an ecosystem for Innovation by establishing Innovation Centre/Cell. The institution has also taken innovative initiatives by providing access to diversified learner groups</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • The Innovation Centre/ Cell • Initiatives taken by the institution • Any other relevant information 				
3.3.2	Workshops / seminars conducted on innovative practices				
QnM	<p>3.3.2.1 Total number of workshops/seminars conducted during the year on:</p> <ul style="list-style-type: none"> • Intellectual Property Rights (IPR); • Open Educational Resources (OERs); • Massive Open Online Courses (MOOCs); • Technology-Enabled Learning; • Learning Management System; • Development of e-content and <table border="1" data-bbox="456 1189 995 1326"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of workshops / seminars</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Report of the event/ link to the material developed • List of workshops/seminars during the year • As per Data Template • Any other relevant information 	Year		Number of workshops / seminars	
Year					
Number of workshops / seminars					
3.3.3	Innovative content developed in the form of e-modules / e-SLMs / MOOCsfor :				
QnM	<ul style="list-style-type: none"> • NMEICT • NPTEL • SWAYAM • e-PG Pathshala • e-SLMs • other MOOCs platform • Institutional LMS <p>3.3.3.1 Total number of e-content modules developed for any of the platforms listed above.</p>				

		<table><tr><td>Year</td><td></td></tr><tr><td>Number of innovative contents developed</td><td></td></tr></table>	Year		Number of innovative contents developed	
Year						
Number of innovative contents developed						
	Upload: <ul style="list-style-type: none">• List of the innovative contents developed during the year• As per Data Template• Any other relevant information					
3.3.4	Awards for innovation					
QnM	3.3.4.1 Number of Awards for innovation received by the Institution, its teachers/other academics/ research scholars/Learners during the year					
		<table><tr><td>Year</td><td></td></tr><tr><td>Number</td><td></td></tr></table>	Year		Number	
Year						
Number						
	Upload: <ul style="list-style-type: none">• Scanned copies of award letters• Award details• As per Data Template• Any other relevant information					

Key Indicators – 3.4 Research Publications and Awards

Metric No.	
3.4.1	Mechanisms to check malpractices and plagiarism in research
QnM	<p>The institution has a stated code of ethics for research, the implementation of which is ensured by the following: (during the year)</p> <ol style="list-style-type: none"> 1) Research methodology with course on research ethics 2) Ethics Committee 3) Plagiarism Check 4) Committee on publication guidelines <p>Options: (Choose any one)</p> <ol style="list-style-type: none"> A. All 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Upload:</p> <ul style="list-style-type: none"> Institutional code of ethics document Notification for Research Ethics Committee Minutes of the committee As per Data Template

	<ul style="list-style-type: none"> Any other relevant information 				
3.4.2 QnM	<p>Ph.D. degrees awarded per recognised research guide of the University.</p> <p>3.4.2.1 Number of Full time teachers recognized as guides by the University as per UGC regulation during the year: <input type="text"/></p> <p>3.4.2.2 Number of Ph.D. degrees awarded per recognised research guide of the University during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of Ph.D degrees awarded by the University</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> Web-link of the Research page List of Ph.D. scholars and their details like name of the guide , title of thesis, year of award etc As per Data Template Any other relevant information 	Year		Number of Ph.D degrees awarded by the University	
Year					
Number of Ph.D degrees awarded by the University					
3.4.3 QnM	<p>Research publications – Number of research papers published per teacher of the institution in the Journals notified by UGC care list during the year</p> <p>3.4.3.1 Number of research papers published by the faculty of the Institution in the Journals notified by UGC care list</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of papers published</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> Web-link of research papers published As per Data Template Any other relevant information 	Year		Number of papers published	
Year					
Number of papers published					
3.4.4 QnM	<p>Books and Chapters in edited volumes published per teacher etc.</p> <p>3.4.4.1 Number of books and chapters/ units in books/ SLMs published of the institution during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of books, chapters/ units in books/ SLMs published</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> Web-link of publications As per Data Template Any other relevant information 	Year		Number of books, chapters/ units in books/ SLMs published	
Year					
Number of books, chapters/ units in books/ SLMs published					

3.4.5	Citations of the publications
QnM	<p>Impact Factor of the research publications from the Institution</p> <p>Citations of the publications by teachers and academics during the year based on average Citation index in Scopus/ Web of Science.</p> <p>(Note: Input will be provided by INFLIBNET and clarification for this metric will also be sought by INFLIBNET separately)</p>
3.4.6	h-index of the Institution
QnM	<p>Details of the publications of the teachers and other academics of the Institution during the year to calculate h-index of the Institution based on the Citations of the publications in Scopus / Web of Science</p> <p>Upload:</p> <ul style="list-style-type: none"> • Citations of publications based on Scopus / Web of Science – h-index of the institution • As per Data Template • Any other relevant information <p>(Note: Input will be provided by INFLIBNET and clarification for this metric will also be sought by INFLIBNET separately)</p>

Key Indicators - 3.5 Consultancy

Metric No.					
3.5.1	Consultancy Policy				
QIM	<p>The Institution has a policy on consultancy including revenue sharing between the institution and the individual/ agency</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy • Policy document on consultancy • Any other relevant information 				
3.5.2	Revenue from consultancy – Revenue generated by the Institution from consultancy				
QnM	<p>3.5.2.1 Revenue generated from consultancy provided by teachers and other academics of the Institution during the year (INR in Lakhs)</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Revenue generated</td><td></td></tr> </table>	Year		Revenue generated	
Year					
Revenue generated					

	<table border="1"> <tr> <td></td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Audited statements of accounts indicating the revenue generated through consultancy • List of teachers and other academics providing consultancy • As per Data Template • Any other relevant information 				
3.5.3 QnM	<p>Revenue from training/ seminars/ conferences/ etc. – Revenue generated through sponsored training programmes/ seminars/ conferences sponsorship, etc.</p> <p>3.5.3.1 Revenue generated by the Institution from training / seminars/ conferences/ etc. through sponsorship during the year (INR in lakhs)</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Revenue generated (INR in lakhs)</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Audited statements of account indicating the revenue generated through training • Schedule of the training programmes • As per Data Template • Any other relevant information 	Year		Revenue generated (INR in lakhs)	
Year					
Revenue generated (INR in lakhs)					

Key Indicators - 3.6 Extension Activities

Metric No.	
3.6.1 QnM	<p>Extension activities</p> <p>The impact of the extension activities of the Institution in sensitizing the learners and other stakeholders to social and sustainable development issues leading to inclusive society during the year</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Brochures of the activities • Activity Reports • Any other relevant information
3.6.2 QnM	<p>Recognition of extension activities</p> <p>3.6.2.1 Number of awards and recognition received for extension activities from Government /recognized bodies during the year: <input type="text"/></p> <p>Upload:</p> <ul style="list-style-type: none"> • Awards for extension activities • Scanned copy of the award letters

	<ul style="list-style-type: none"> As per Data Template Any other relevant information 				
3.6.3 QnM	Collaborative extension and outreach Programmes 3.6.3.1 Number of extension and outreach Programmes conducted in collaboration with Community Based Organizations, Government and non-government Organizations during the year <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number</td><td></td></tr> </table> Upload: <ul style="list-style-type: none"> Reports of the event organized As per Data Template Any other relevant information 	Year		Number	
Year					
Number					
3.6.4 QnM	Participation in extension activities 3.6.4.1 Number of employees and learners participating in extension activities conducted by the Institution with Government Organizations, Non-Government Organizations and Programmes such as Swachh Bharat, AIDS Awareness, Gender issues, Rights of PwD during the year <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of employees and learners participating</td><td></td></tr> </table> Upload: <ul style="list-style-type: none"> Report of the event As per Data Template Any other relevant information 	Year		Number of employees and learners participating	
Year					
Number of employees and learners participating					

Key Indicator - 3.7 Collaboration

Metric No.					
3.7.1 QnM	Collaborative activities with Institutions 3.7.1.1 Number of Collaborative activities for research, programme development and faculty exchange with institutions during the year <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of collaborative Activities</td><td></td></tr> </table> Upload: <ul style="list-style-type: none"> Scanned copies of collaboration document 	Year		Number of collaborative Activities	
Year					
Number of collaborative Activities					

	<ul style="list-style-type: none"> • As per Data Template • Any other relevant information
3.7.2 QnM	Collaborations with industries 3.7.2.1 Number of collaborations with industries for learner exchange, internship, establishing Chairs during the year: <input type="text"/> Upload: <ul style="list-style-type: none"> • Web-link of the collaborator • MoU of the collaboration (s) • As per Data Template • Any other relevant information

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

Key Indicator - 4.1 Physical Facilities

Metric No					
4.1.1 Q ₁ M	<p>Facilities available at Institution Headquarters and Regional Centres</p> <p>Infrastructural facilities viz., academic units, administrative units, storage and dispatch units, library, Laboratories, Multimedia Laboratories, Seminar Rooms, Auditorium, warehouses, Media Production, Print Production, etc.</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Annual report of the Institution • Geo-tagged photographs of campus and all other infrastructural facilities • Any other relevant information 				
4.1.2 Q _n M	<p>Expenditure incurred for infrastructure augmentation –Percentage of expenditure incurred for infrastructure augmentation</p> <p>4.1.2.1 Expenditure incurred for infrastructure augmentation excluding salary during the year (INR in lakhs)</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Expenditure incurred for infrastructure augmentation</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Audited utilization statements • Budget allocation for infrastructure • As per Data Template • Any other relevant information 	Year		Expenditure incurred for infrastructure augmentation	
Year					
Expenditure incurred for infrastructure augmentation					
4.1.3 Q _n M	<p>Percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities</p> <p>4.1.3.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary during the year (INR in lakhs)</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Audited statements of accounts. • Budget and Statements of Expenditure • As per Data Template 	Year		Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary	
Year					
Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary					

	<ul style="list-style-type: none"> Any other relevant information
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Key Indicator – 4.2: IT Infrastructure

Metric No.	
4.2.1 QnM	<p>ICT enabled facilities at HQs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support at Headquarters.</p> <p>4.2.1.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at the Institution HQs (Data for the latest completed academic year) :</p> <p><input type="text"/></p> <p>4.2.1.2 Total number of room and seminar halls for academic support at the Institution HQ (Data for the latest completed academic year) <input type="text"/></p> <p>Upload:</p> <ul style="list-style-type: none"> Geo- tagged Photographs of IT infrastructure facilities at HQs As per Data Template Any other relevant information
4.2.2 QnM	<p>ICT enabled facilities at RCs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support in Regional Centres (RCs)</p> <p>4.2.2.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Regional Centres (RCs). (Data for the latest completed academic year)</p> <p><input type="text"/></p> <p>4.2.2.2 Total number of room and seminar halls for academic support at Regional Centres (RCs) (Data for the latest completed academic year) <input type="text"/></p> <p>Upload:</p> <ul style="list-style-type: none"> Photographs of infrastructure facilities at a few RCs As per Data Template Any other relevant information
4.2.3 QnM	<p>ICT enabled facilities at LSCs – Percentage of IT enabled rooms and seminar Halls of the Institution for academic support in learner support centres (LSCs)</p> <p>4.2.3.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Learner Support Centres (LSCs) (Data for the latest completed academic year)</p> <p><input type="text"/></p> <p>4.2.3.2 Total number of room and seminar halls for academic support at learner Support Centres (LSCs) (Data for the latest completed academic year)</p> <p><input type="text"/></p>

	<p>Upload:</p> <ul style="list-style-type: none"> • Geo – tagged Photographs of infrastructure facilities at a few LSCs • As per Data Template • Any other relevant information
4.2.4 Q ₁ M	<p>Frequency of updating of IT facilities – Frequency of IT facilities updated at the Headquarters and the Regional Centres of the Institution including website, online system, etc</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Scanned copy of agreement • Any other relevant information
4.2.5 Q _n M	<p>Internet Bandwidth at the HQs and RCs – Available bandwidth of the internet facility at the Headquarters and Regional Centres of the Institution</p> <p>Internet connection(s) in the Institution (Leased line) in terms of the available bandwidth in MBPS (Data for the latest completed academic year): <input type="text"/></p> <p>Upload:</p> <ul style="list-style-type: none"> • Relevant documents on available bandwidth of internet connection at the Institution's Head Quarters and Regional Centres • As per Data Template • Any other relevant information
4.2.6 Q _n M	<p>Facilities for media production - Facilities for audio, video and e-content development are available and are in use at the Institution</p> <p>Audio- video and e-Content production facilities:</p> <ol style="list-style-type: none"> 1. Audio / video studios 2. Outdoor shooting equipment /Outdoor audio recording 3. Post production unit / Editing unit 4. Duplication unit 5. Graphics workstation 6. Direct Reception Sets (DRS) 7. Set Scenic unit 8. Make-up unit 9. E-Platform 10. Workstations with broadband connectivity 11. Cloud space 12. Licensed software 13. Uninterrupted web connectivity 14. IT security system <p>Options: (Choose any one of the below)</p> <ol style="list-style-type: none"> A. More than 10of the above B. Any 8 – 9 of the above C. Any 4 – 7 of the above D. Any 1 – 3 of the above E. None of the above

	Upload: <ul style="list-style-type: none"> • Geo-tagged photographs of the facilities for audio, video e-content production • As per Data Template • Any other relevant information
4.2.7 QnM	Percentage of viewers (learners) to Transmission facilities of the Institution 4.2.7.1 Number of viewers (learners) of transmission facilities (Radio and Television Channels) for the latest completed academic year <input type="text"/> Upload: <ul style="list-style-type: none"> • Geo-tagged photographs of the facilities available • As per Data Template • Any other relevant information
4.2.8 Q_iM	Automation systems The level of automation of different aspects of Institution including the features of Office Automation System/ERP/MIS (Online Support to Learners, Staff, RCs and LSCs) Write description in maximum of 200 words Provide web-link to <ul style="list-style-type: none"> • Automation system • Any other relevant information

Key Indicator - 4.3 Learning Resources

Metric No.	
4.3.1 Q_iM	Provision of Learner Support Services Learner Support Services established at the different levels by the Institution (Three tier/ Two tier) Write description in maximum of 200 words Provide web-link to <ul style="list-style-type: none"> • List of support services provided at Headquarters, Regional Centres, Learner Support Centres • Organizational chart of support services available • Any other relevant information

<p>4.3.2</p> <p>QnM</p>	<p>Average number of Learners attached to LSCs</p> <p>4.3.2.1 Number of LSCs in the preceding academic year: <input type="text"/></p> <p>Upload:</p> <ul style="list-style-type: none"> • Enrolment details of the preceding year • Distribution of learners LSC wise • As per Data Template • Any additional information 				
<p>4.3.3</p> <p>QIM</p>	<p>Academic counselling sessions held</p> <p>Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre during the preceding academic year</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Monitoring reports of LSCs • Reports on counselling sessions • Any other relevant information 				
<p>4.3.4</p> <p>QnM</p>	<p>Expenditure on Library – Percentage of annual expenditure on library during the year</p> <p>4.3.4.1 Annual expenditure on library during the year (INR in lakhs)</p> <table border="1" data-bbox="593 1115 1109 1189"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Amount (INR in lakhs)</td> <td></td> </tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Web-link to Library catalogues • Web-link to relevant resources available in the library • As per Data Template • Any other relevant information 	Year		Amount (INR in lakhs)	
Year					
Amount (INR in lakhs)					
<p>4.3.5</p> <p>QIM</p>	<p>Library Automation</p> <p>Library is automated in using Integrated Library Management System (ILMS)</p> <ul style="list-style-type: none"> • Name and features of the ILMS software • Nature and extent of automation (full or partial) • Year of commencement and completion of automation <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Geo-tagged photographs • Any other relevant information 				

CRITERION V - LEARNER SUPPORT AND PROGRESSION

Key Indicator - 5.1 Learner Support

Metric No.	
5.1.1	Promotional Activities for Prospective Learners
Q_iM	<p>The Institution promotes its programmes for the prospective learners through various activities</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Activities undertaken • Any other relevant information
5.1.2	Pre-admission Counseling Services
Q_iM	<p>Activities undertaken by the Institution for providing pre-admission counseling services to prospective learners and induction of newly enrolled learners at Institution Headquarters, Regional Centers and Learner Support Centers</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Activities undertaken • Any other relevant information
5.1.3	Online Admission and Related Activities
Q_iM	<p>The status and process of online admission including payment of fees</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Online Admission and related activities • Any other relevant information
5.1.4	Dispatch of Study Material and related grievance handling mechanisms
Q_iM	<p>Strategy followed by the Institution for dispatch of study material to learners and mechanisms to resolve grievances related to Dispatch of Study Material</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Material dispatch related activities • Any other relevant information
5.1.5	Attending to learners' queries
Q_nM	<p>Modes/approaches employed by the University to attend to learners' queries include:</p> <ol style="list-style-type: none"> 1. Automated interactive voice response system

	<ol style="list-style-type: none"> 2. Call centre 3. Online Help Desk 4. Social media 5. App based support 6. Chat Box 7. E-mail Support 8. Interactive radio counselling 9. Teleconferencing 10. Web-conferencing 11. Learner Services Centre/ Inquiry Counter 12. Postal communication <p>Options: (Choose any one of the below)</p> <ol style="list-style-type: none"> A. Any 8 or more of the above B. Any 6-7 of the above C. Any 4-5 of the above D. Any 1-3 of the above E. None of the above <p>Upload:</p> <ul style="list-style-type: none"> • Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Learner Services Centre, any other • As per Data Template • Any other relevant information
<p>5.1.6</p> <p>QnM</p>	<p>Academic counselling services</p> <p>Modes employed by the Institution to provide academic counseling services to its learners include:</p> <ol style="list-style-type: none"> 1. Face to face counselling sessions 2. Interactive radio counselling 3. Online LMS based counselling 4. Teleconferencing 5. Web-conferencing 6. Laboratory based counselling 7. Internship 8. Workshops 9. Field study 10. Seminar 11. Extended Contact Programme (ECP) 12. Enhancement of Professional Competency (EPC) <p>Options: (Choose any one of the below)</p> <ol style="list-style-type: none"> A. Any 8 or more of the above B. Any 6-7 of the above C. Any 4-5 of the above D. Any 1-3 of the above E. None of the above

	<p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • <u>Name of the Programmes</u> • <u>Modes employed by the Institution to provide academic counselling for theory courses</u> • <u>Modes employed by the Institution to provide academic counselling for practical courses</u> <p>Upload:</p> <ul style="list-style-type: none"> • Web-link to counselling schedules for current year • As per Data Template • Any other relevant information 								
5.1.7 QnM	<p>Addressing learners' grievances – The Institution has a transparent mechanism for timely redressal of learner grievances.</p> <p>Percentage of grievances received at HQ and redressed during the year</p> <p>5.1.7.1 Number of grievances received at HQ during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of grievances received</td><td></td></tr> </table> <p>5.1.7.2 Number of grievances received at HQ that are redressed during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of grievances received at HQ</td><td></td></tr> </table> <p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • <u>Number of grievances received at HQ and redressed during the year</u> <p>Upload:</p> <ul style="list-style-type: none"> • Web link to Grievance Redressal Mechanism Committee for learners • As per Data Template • Any other relevant information 	Year		Number of grievances received		Year		Number of grievances received at HQ	
Year									
Number of grievances received									
Year									
Number of grievances received at HQ									
5.1.8 Q₁M	<p>Special Learner Support Centres</p> <p>Reaching out to special learners like persons with disabilities, prison inmates, employees of defense or security forces, transgenders, SC / ST, minorities, women; learners from rural and remote areas etc</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • List of Special Learner Support Centres • Any other relevant information 								
5.1.9 Q_nM	<p>Financial Support to learners of disadvantaged groups - Percentage of learners of disadvantaged groups benefited by financial support provided by the Government / University / or any other during the year</p>								

	<p>5.1.9.1 Number of learners of disadvantaged groups benefited by financial support provided by the Government / University / or any other during the year</p> <table border="1"> <tr> <td data-bbox="395 349 767 416">Year</td> <td data-bbox="767 349 1056 416">Block Year</td> </tr> <tr> <td data-bbox="395 416 767 600">Number of learners of disadvantaged groups benefited by financial support</td> <td data-bbox="767 416 1056 600"></td> </tr> </table> <p>5.1.9.2 Total number of learners of disadvantaged groups enrolled in all the programmes</p> <table border="1"> <tr> <td data-bbox="395 667 858 734">Year</td> <td data-bbox="858 667 1056 734">Block Year</td> </tr> <tr> <td data-bbox="395 734 858 913">Number of learners of Total number of learners of disadvantaged groups enrolled in all the programmes</td> <td data-bbox="858 734 1056 913"></td> </tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Web-link to notifications issued by the Institution • As per Data Template • Any other relevant information 	Year	Block Year	Number of learners of disadvantaged groups benefited by financial support		Year	Block Year	Number of learners of Total number of learners of disadvantaged groups enrolled in all the programmes	
Year	Block Year								
Number of learners of disadvantaged groups benefited by financial support									
Year	Block Year								
Number of learners of Total number of learners of disadvantaged groups enrolled in all the programmes									

Key Indicator - 5.2 Learner Progression

<p>Metric No.</p> <p>5.2.1</p> <p>Q_nM</p>	<p>Submission of assignments - Percentage of learners submitting assignments</p> <p>5.2.1.1 Number of learners enrolled in the preceding academic year (only newly enrolled) have submitted assignments as per the academic calendar <input type="checkbox"/></p> <p>5.2. Total Number of learners enrolled in the preceding academic year (only newly enrolled) (Data auto-populates from Extended profile)</p> <p>Upload:</p> <ul style="list-style-type: none"> • Web-link to academic calendar of the Institution • List of programmes on offer • Web-link of assignments of programmes on offer • As per Data Template • Any other relevant information
<p>5.2.2</p> <p>Q_nM</p>	<p>Percentage of Newly enrolled learners registered for term end examination</p> <p>Data Auto-populates from Extended profile</p>

	<p>Data requirement:(As per Data Template)</p> <ul style="list-style-type: none"> • <u>Name of the programme and courses</u> • <u>Programme wise enrollment details</u> • <u>Name and enrolment number of learners (only newly enrolled)registered for term end examinations</u> <p>Upload:</p> <ul style="list-style-type: none"> • List of programmes on offer • Web-link of examination schedule • Number of learners (only newlyenrolled)registered for term end examinations • As per Data Template • Any other relevant information 				
<p>5.2.3</p> <p>Q_nM</p>	<p>Percentage of learners appeared for term end exam</p> <p>Data Auto-populates from Extended profile</p> <p>Upload:</p> <ul style="list-style-type: none"> • List of programmes on offer • Web-link of examination schedule • List of learners (only newly enrolled) who have registered for term end examination • As per the Data Template • Any other relevant information 				
<p>5.2.4</p> <p>Q_nM</p>	<p>Percentage of learners passed out term end examination</p> <p>Data Auto-populates from Extended profile</p> <p>Upload:</p> <ul style="list-style-type: none"> • List of programmes on offer • Web-link of examination schedule • Number of learners (only freshly enrolled)who have passed term end examination • As per Data Template • Any other relevant information 				
<p>5.2.5</p> <p>Q_nM</p>	<p>Placement services provided to the learners</p> <p>5.2.5.1 Number of placement drives conducted by the institution for the learners during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of placement drives conducted by the institution</td><td></td></tr> </table>	Year		Number of placement drives conducted by the institution	
Year					
Number of placement drives conducted by the institution					

	Upload: <ul style="list-style-type: none"> • Reports of the campus placement drives • As per Data Template • Any other relevant information
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Key Indicator - 5.3 Alumni Engagement

Metric No.	
5.3.1 Q₁M	The Alumni Association The Alumni Association/ Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the year Write description in maximum of 200 words Provide web-link to <ul style="list-style-type: none"> • Details of Alumni Association Activities • Frequency of meetings of Alumni Association with minutes • Quantum of financial contribution • Audited Statement of Accounts of the Alumni Association • Any other relevant information
5.3.2 Q_nM	Alumni Association Involvement -Percentage of graduated learners enrolled in Alumni Association 5.3.2.1 Number of graduated learners enrolled in Alumni Association (in latest completed academic year) <input type="text"/> Upload: <ul style="list-style-type: none"> • Web-link to Alumni Association • As per Data Template • Any other relevant information
5.3.3 Q_nM	Facilities for Alumni Engagement The Alumni Association facilitates its members by the following <ol style="list-style-type: none"> 1. online enrolment for its membership 2. online networking amongst its Alumni members 3. online payment of fees 4. donation by Alumni Options: (Choose any one of the below) <ol style="list-style-type: none"> A. Any 4 or more of the above B. Any 3 of the above C. Any 2 of the above

	<p>D. Any 1 of the above E. None of the above</p> <p>Data requirement:(As per Data Template)</p> <ul style="list-style-type: none">• <u>Alumni Enrollment Data</u>• <u>Online Alumni Networks</u>• <u>Fee received</u>• <u>Donation received</u> <p>Upload:</p> <ul style="list-style-type: none">• Web-link to Alumni Registration Portal• Web-link to online networks• Scan copy of statement of receipts• As per Data Template• Any other relevant information
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CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

Key Indicator - 6.1 Institutional Vision and Leadership

Metric No.	
6.1.1	Governance in accordance with Mission and Vision
Q₁M	<p>The institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance, perspective plans and stakeholder's participation in the decision making bodies leading to institutional excellence</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Vision and Mission documents approved by the statutory bodies • Report of achievements which led to institutional excellence • Any other relevant information
6.1.2	Decentralization and participative management
Q₁M	<p>Effective leadership is reflected in various institutional practices such as decentralization and participative management, etc.</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Information / documents pertaining to leadership • Any other relevant information

Key Indicator - 6.2 Strategy Development and Deployment

Metric No.	
6.2.1	Perspective / Strategic plan and deployment
Q₁M	<p>The methodology adopted for developing strategic plan; the mechanism for its deployment, monitoring and assessment of the deliverables</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Perspective / Plan and deployment documents • Minutes of the Governing Council / other relevant bodies for deployment / monitoring the deliverables • Any other relevant information

<p>6.2.2</p> <p>Q_iM</p>	<p>Organizational structure of the Institution</p> <p>Effectiveness and efficiency of functioning of the institutional bodies as evidenced by the policies, administrative setup, appointments, service rules, procedures etc</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Organogram of the Institution • Annual Report of the preceding academic year • Minutes of the meetings of various bodies / relevant committees • Any other relevant information
<p>6.2.3</p> <p>Q_nM</p>	<p>Implementation of e-governance in different areas of operation</p> <p>Areas of operation of Institution which has e-governance implementation</p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Learner Admission and Support 5. Examination <p>Options: (Choose any one of the below)</p> <ol style="list-style-type: none"> A. Any 4 or more of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Data requirements: (As per Data Template)</p> <ul style="list-style-type: none"> • <u>List of areas of operations where e-governance has been implemented</u> • <u>Name of the vendor (if any), with contact details</u> • <u>Year of implementation</u> <p>Upload:</p> <ul style="list-style-type: none"> • ERP Document • Screen shots of user interfaces • As per Data Template • Any other relevant information

Key Indicator - 6.3 Faculty Development / Empowerment Strategies

Metric No.					
6.3.1	Welfare measures for teachers, other academics and non-academic staff				
Q_M	<p>The institution has effective welfare measures for teachers, other academics and non-academic staff</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Policy document on welfare measures • List of beneficiaries of welfare measures • Any other relevant information 				
6.3.2	Percentage of Financial support for faculty development				
Q_{nM}	<p>6.3.2.1 Number of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of teachers and other academics provided with financial support</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Letters to teachers and other academics provided with financial support to attend conferences, workshops etc. • As per Data Template • Any other relevant information 	Year		Number of teachers and other academics provided with financial support	
Year					
Number of teachers and other academics provided with financial support					
6.3.3	Average number of programmes organised for professional development				
Q_{nM}	<p>6.3.3.1 Number of professional development / administrative training Programmes organized by the University for teachers, other academics and non-academic staff during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number of Programmes organized</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Schedules of programmes organized for teachers, other academics and non-academic staff • As per Data Template • Any other relevant information 	Year		Number of Programmes organized	
Year					
Number of Programmes organized					
6.3.4	Percentage of Teachers and other academics attended Professional Development Programmes (PDPs)				

Q_nM	<p>6.3.4.1 Number of teachers and other academics attended Professional Development Programmes, viz.: Orientation Programme, Refresher Programme, Faculty Development Programme (FDP), during the year.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Year</td><td></td></tr> <tr> <td style="text-align: center;">Number of teachers and other academics attended PDPs</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • CIQA report summary • Reports of the Human Resource Development Centres (UGC ASC or other relevant centers). • Letters to teachers and other academics attending PDPs during the year (Data Template) • As per Data Template • Any other relevant information 	Year		Number of teachers and other academics attended PDPs	
Year					
Number of teachers and other academics attended PDPs					

6.3.5	<p>Non- academic staff attending administrative training Programmes - Percentage of full time non-academic staff attended training Programmes, during the year</p>						
Q_nM	<p>6.3.5.1 Number of full time non-academic staff attended training Programmes during the year</p> <p>6.3.5.2 Number of full time non-academic staff during the year</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Year</td><td></td></tr> <tr> <td style="text-align: center;">Number of full time non-academic staff attended administrative training programme</td><td></td></tr> <tr> <td style="text-align: center;">Number of full time non-academic staff</td><td></td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • CIQA report summary • Letters to non-academic staff attending administrative training programmes • As per Data Template • Any other relevant information 	Year		Number of full time non-academic staff attended administrative training programme		Number of full time non-academic staff	
Year							
Number of full time non-academic staff attended administrative training programme							
Number of full time non-academic staff							
6.3.6	<p>Mechanism of performance appraisal system, promotion for teachers, other academics and non-academic staff</p>						
Q_nM	<p>Institution has performance appraisal system for teaching, promotion for teachers, other academics and non-academic staff</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Performance appraisal policy of the Institution • Document on promotion/CAS for teachers, other academic and non-academic staff • Any other relevant information 						

Key Indicator – 6.4 Financial Management and Resource Mobilization

Metric No.					
6.4.1 Q _I M	<p>Regular internal and external financial audits</p> <p>Institution conducts internal and external financial audits during the year</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Policy on internal and external audit mechanisms • Financial audit reports during the year • Any other relevant information 				
6.4.2 Q _I M	<p>Mobilization and utilization of resources</p> <p>Institutional strategies for mobilization of funds and optimum utilization of resources</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Resource Mobilization policy document duly approved by the Board of Management / Syndicate / Governing Council • Procedures for optimal resource utilization • Any other relevant information 				
6.4.3 Q _n M	<p>Percentage of Expenditure on Learner Support Services</p> <p>6.4.3.1 Expenditure by the Institution on learner support services (excluding salary and capital expenditure) during the year (INR in Lakhs)</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Expenditure on learner support services (INR in lakhs)</td><td></td></tr> </table> <p>Data requirement (as per data template):</p> <ul style="list-style-type: none"> • Total expenditure on learner support services per year by the institution during the year • Total expenditure of the institution excluding salary per year during the year <p>Upload:</p> <ul style="list-style-type: none"> • Statement of expenditure during the year • As per Data Template • Any other relevant information 	Year		Expenditure on learner support services (INR in lakhs)	
Year					
Expenditure on learner support services (INR in lakhs)					

Key Indicator - 6.5 Internal Quality Assurance System

Metric No.	
<p>6.5.1</p> <p>Q_nM</p>	<p>Institutionalizing the quality assurance through CIQA</p> <p>Details of the activities of CIQA listed below:</p> <ol style="list-style-type: none"> 1. Programme Project Reports (PPRs) prepared 2. Workshops/ seminars organized on quality related themes 3. Innovative practices implemented for quality enhancement 4. Initiatives undertaken for system based research 5. Feedback mechanisms developed for different stakeholders <p>Options: (Choose any one of the below)</p> <ol style="list-style-type: none"> A. Any 4 or All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Data requirement:(As per Data Template)</p> <ul style="list-style-type: none"> • PPRs prepared • Details of workshops/ seminars organized • Innovative practices implemented • Initiatives for system based research • Feedback mechanisms developed • Activities for recognition and accreditation <p>Upload:</p> <ul style="list-style-type: none"> • Scan copies of programme schedules • Reports of the activities • As per Data Template • Any other relevant information
<p>6.5.2</p> <p>Q_iM</p>	<p>Reforming institutional processes</p> <p>Impact Analysis of various initiatives carried out and used for quality improvement with reference to learner performance, teaching-learning, assessment process and learning outcomes, research, learner and other stakeholders feedback, administrative reforms, financial management, etc</p> <p>Write description in maximum of 200 words</p> <p>Provide web-link to</p> <ul style="list-style-type: none"> • Documents / information on the process and results of Impact Analysis • Relevant Reports/ Minutes approved by concerned Authorities • Any other relevant information

CRITERION VII–INSTITUTIONAL VALUES AND BEST PRACTICES

Key Indicator - 7.1 Institutional Values and Social Responsibilities

Metric No.	
	Gender Equity
7.1.1	<i>Measures initiated by the Institution for the promotion of gender equity during the year.</i>
Q ₁ M	<p>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 200 words</p> <p><i>Provide Web link to:</i></p> <ul style="list-style-type: none"> • Annual gender sensitization action plan • Specific facilities provided for women in terms of: <ul style="list-style-type: none"> a. Safety and security at the work place b. Committees to address Prevention of Sexual Harassment c. Common Rooms d. Day care centre for children of the staff e. Any other relevant information
	Environmental Consciousness and Sustainability
7.1.2	<i>The Institution has facilities for alternate sources of energy and energy conservation measures</i>
Q _n M	<div style="display: flex; justify-content: space-between;"> <div> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment </div> <div style="text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> </div> <p>Options:</p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <p>A. Any 4 or all of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p> </div> <div style="flex: 0.2; text-align: center; font-size: 3em;"> <p>}</p> </div> <div style="flex: 0.8; text-align: right;"> <p>(Opt any one)</p> </div> </div>

	<p>Upload:</p> <ul style="list-style-type: none"> • <i>Geo-tagged Photographs</i> • <i>Any other relevant information</i> 																	
<p>7.1.3</p> <p>Q₁M</p>	<p><i>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words)</i></p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management <p>Provide web link to</p> <ul style="list-style-type: none"> • Relevant documents like agreements/MoUs with Government and other approved agencies • Geo-tagged photographs of the facilities • Any other relevant information 																	
<p>7.1.4</p> <p>Q_nM</p>	<p><i>Water conservation facilities available in the Institution:</i></p> <table border="0"> <tr> <td>1. Rainwater harvesting</td><td><input type="checkbox"/></td></tr> <tr> <td>2. Borewell /Open well recharge</td><td><input type="checkbox"/></td></tr> <tr> <td>3. Construction of tanks and bunds</td><td><input type="checkbox"/></td></tr> <tr> <td>4. Wastewater recycling</td><td><input type="checkbox"/></td></tr> <tr> <td>5. Maintenance of water bodies and distribution system in the campus</td><td><input type="checkbox"/></td></tr> </table> <p>Options:</p> <table border="0"> <tr> <td>A. Any 4 or all of the above</td><td rowspan="4">}</td></tr> <tr> <td>B. Any 3 of the above</td></tr> <tr> <td>C. Any 2 of the above</td></tr> <tr> <td>D. Any 1 of the above</td></tr> <tr> <td>E. None of the above</td><td>(Opt any one)</td></tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> • Geo-tagged photographs / videos of the facilities • Any other relevant information 	1. Rainwater harvesting	<input type="checkbox"/>	2. Borewell /Open well recharge	<input type="checkbox"/>	3. Construction of tanks and bunds	<input type="checkbox"/>	4. Wastewater recycling	<input type="checkbox"/>	5. Maintenance of water bodies and distribution system in the campus	<input type="checkbox"/>	A. Any 4 or all of the above	}	B. Any 3 of the above	C. Any 2 of the above	D. Any 1 of the above	E. None of the above	(Opt any one)
1. Rainwater harvesting	<input type="checkbox"/>																	
2. Borewell /Open well recharge	<input type="checkbox"/>																	
3. Construction of tanks and bunds	<input type="checkbox"/>																	
4. Wastewater recycling	<input type="checkbox"/>																	
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A. Any 4 or all of the above	}																	
B. Any 3 of the above																		
C. Any 2 of the above																		
D. Any 1 of the above																		
E. None of the above	(Opt any one)																	
<p>7.1.5</p> <p>Q_nM</p>	<p><i>Green campus initiatives</i></p> <p>7.1.5.1. The institutional initiatives for greening the campus are as follows:</p> <p>1. Restricted entry of automobiles <input type="checkbox"/></p>																	

	<p>2. Use of Bicycles/ Battery powered vehicles <input type="checkbox"/></p> <p>3. Pedestrian Friendly pathways <input type="checkbox"/></p> <p>4. Ban on use of Plastic <input type="checkbox"/></p> <p>5. landscaping with trees and plants <input type="checkbox"/></p> <p>Options:</p> <p>A. Any 4 or all of the above</p> <p>B. Any3 of the above</p> <p>C. Any2 of the above</p> <p>D. Any1of the above</p> <p>E. None of the above (Opt any one)</p> <p>Upload</p> <ul style="list-style-type: none"> • Geo-tagged photos / videos of the facilities • Various policy documents / decisions circulated for implementation • Any other relevant documents
<p>7.1.6</p> <p>Q_nM</p>	<p><i>Quality audits on environment and energy are regularly undertaken by the institution</i></p> <p>7.1.6.1.The institutional environment and energy initiatives are confirmed through the following</p> <p>1.Green audit <input type="checkbox"/></p> <p>2. Energy audit <input type="checkbox"/></p> <p>3.Environmental audit <input type="checkbox"/></p> <p>4.Clean and green campus recognitions/awards <input type="checkbox"/></p> <p>5. Beyond the campus environmental promotional activities <input type="checkbox"/></p> <p>Options:</p> <p>A. Any 4 or all of the above</p> <p>B. Any3 of the above</p> <p>C. Any2 of the above</p> <p>D. Any1of the above</p> <p>E. None of the above (Opt any one)</p> <p>Upload:</p> <ul style="list-style-type: none"> • Reports on environment and energy audits submitted by the auditing agency • Certification by the auditing agency • Certificates of any awards received • Any other relevant information
<p>7.1.7</p>	<p><i>The Institution has friendly, barrier free environment</i></p> <p style="text-align: right;"><input type="checkbox"/></p>

<p>Q_nM</p>	<ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Differently-abled friendly washrooms <input type="checkbox"/> 3. Signage including tactile path, lights, display boards and signposts <input type="checkbox"/> 4. Assistive technology and facilities for differently-abled persons (<i>Divyangjan</i>) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc., <input type="checkbox"/> <p>Options:</p> <p>A. Any 4 or all of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p> <p style="text-align: right;">(Opt any one)</p> <p>Upload:</p> <ul style="list-style-type: none"> • Geotagged photographs / videos of the facilities • Policy documents and information brochures on the support to be provided • Details of the Software procured for providing the assistance • Any other relevant information
	<p><i>Inclusive Environment</i></p>
<p>7.1.8</p> <p>Q_iM</p>	<p><i>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and such other diversities (within 200 words).</i></p> <p><i>Provide Web link to:</i></p> <ul style="list-style-type: none"> • Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) • Any other relevant information.
	<p><i>Human Values and Professional Ethics</i></p>
<p>7.1.9</p> <p>Q_iM</p>	<p><i>Sensitization of Learners and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 200 words.</p> <p><i>Provide weblink to :</i></p> <ul style="list-style-type: none"> • Details of activities that inculcate values necessary to nurture Learners to become responsible citizens • Any other relevant information

<p>7.1.10 Q_nM</p>	<p><i>The Institution has a prescribed code of conduct for Learners, teachers, administrators and other staff and conducts periodic programmes in this regard.</i></p> <ol style="list-style-type: none"> 1. The institutional Code of Conduct principles are displayed on the website <input type="checkbox"/> 2. There is a committee to monitor adherence to the institutional Code of Conduct principles <input type="checkbox"/> 3. Institution organizes professional ethics programmes for Learners, teachers, administrators and other staff <input type="checkbox"/> 4. Annual awareness programmes on Code of Conduct are organized <input type="checkbox"/> <p>Options:</p> <p>A. All of the above B. Any3 of the above C. Any2 of the above D. Any1of the above E. None of the above</p> <p style="text-align: right;">(Opt any one)</p> <p>Upload:</p> <ul style="list-style-type: none"> • Code of conduct and ethics policy document • Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims. • Any other relevant information
<p>7.1.11 Q_iM</p>	<p><i>Institution celebrates / organizes national and international commemorative days, events and festivals</i></p> <p>Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the year within 200 words</p> <p>Provide weblink to :</p> <ul style="list-style-type: none"> • Annual report of the celebrations and commemorative events during the year • Geo-tagged photographs of some of the events • Any other relevant information

Key Indicator - 7.2 Best Practices

Metric No.	
7.2.1 Q1M	<p>Describe any four Best practices successfully implemented by the Institution as per the NAAC format provided in the Manual.</p> <p>Provide web link to:</p> <ul style="list-style-type: none">• Best practices as hosted on the Institutional website• Any other relevant information

Note:

Format for the Presentation of Institutional Best Practices

1. Title of the Practice

The title/s should capture the keywords that describe the practice.

2. Objectives of the Practice

What are the objectives/intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice? (in about 100 words)

3. The Context

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

4. The Practice

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

5. Evidence of Success

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

6. Problems Encountered and Resources Required

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

7. Notes (Optional)

Please add any other information that may be relevant for adopting/implementing the Best Practice in other Institutions (in about 150 words).

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

Key Indicator - 7.3 Institutional Distinctiveness

Metric No.	
7.3.1 Q ₁ M	<p><i>Portray the performance of the Institution in two areas distinctive to its priority and thrust within 200 words</i></p> <p>Provide web link to:</p> <ul style="list-style-type: none">• Appropriate webpage in the Institutional website• Any other relevant information

Plan of action for the next academic year (200 words)

Name _____

Name _____

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

_____***_____

Data Templates / Documents (Quantitative Metrics)

The online formats (Templates) for submitting data with respect to Quantitative Metrics (Q_nM) are given in consecutive pages.

Kindly Note:

For each Quantitative Metric the kinds of data to be uploaded are indicated in tabular form and/ or documents required are listed.

- Documents such as minutes of meeting, decisions, statements of accounts, award letters, letters of appointments, etc., need to be uploaded as required; wherever these are in bulk, hyperlinks to the appropriate website be given.
- There could be some variation in the metrics from the QIF; this is due to rendering it to the IT format for online submission.
- The list of documents to be uploaded is only suggestive. If the Institution has any other relevant documents to substantiate its claims, the same may also be uploaded.

Data Templates / Documents - Quantitative Metrics (Q_nM)

Sl. NO.	Criterion I–Curricular Aspects				
	Key Indicator - 1.1 Curriculum Planning, Design and Development				
1.	1.1.2 New Programmes introduced : Percentage of Programmes newly introduced by the institution during the year				
	Name of the new programme	Programme Code	Name of the Department/ School	Year of Introduction	
2.	1.1.3: Revision of Programmes: Percentage of Programmes has been revised during the year				
	Name of the programme revised	Programme Code	Name of the Department/ School	Year of Initiation	Year of Completion
	Upload: <ul style="list-style-type: none"> • Minutes of relevant Academic Council/BoS meetings • Details of the revised Curricula/Syllabi of the programmes during the year 				
3.	1.1.4: Courses being offered as MOOCs or using OERs: Percentage of courses being offered as MOOCs or using OERs to supplement the existing courses in the preceding academic year.				
	1.1.4.1 Number of courses being offered as MOOCs or using OERs to supplement the existing courses (data for the preceding academic year)				
	Sl. No.	Programme name	Programme Code	Names of the courses being offered as MOOCs or using OERs	
	Upload: <ul style="list-style-type: none"> • Web-link to the list of MOOCs approved by the respective National Coordinator (s) • Curriculum/ Syllabus of the / courses being offered as MOOCs or using OERs • Minutes of the Boards of Studies/ School Boards/ Academic Council meetings for approvals of these courses 				
4.	1.1.5: Electronic media and other digital components in the curriculum: Percentage of the Programmes on offer incorporated electronic media and other digital components in their curriculum during the year				
	1.1.5.1 Total number of the Courses on offer have incorporated electronic/ digital media and other digital				

components in their curriculum during the year.					
Name of the Program	Name of the Course	Course Code	Details of the Electronic Media and other digital components incorporated	Year of introduction	Links for supporting Document

Upload:

- Details of Programmes incorporating electronic media and other digital components offered during the year

Key Indicator - 1.2 Academic Flexibility																	
5.	1.2.1 Programmes being adopted/adapted by other HEIs - Percentage of programmes adopted/adapted by other HEIs through formal MOU during the year 1.2.1.1: Number of programmes adopted/adapted by other HEI's during the year																
	<table border="1"> <tr> <th>Name of the HEI</th> <th>Name of the Programme</th> <th>Year of adoption/adaption</th> <th>Links of MOU</th> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> Letter of Agreement Details of Programme Details of HEIs Any additional information 						Name of the HEI	Name of the Programme	Year of adoption/adaption	Links of MOU							
Name of the HEI	Name of the Programme	Year of adoption/adaption	Links of MOU														
6.	1.2.2: Implementation of CBCS / ECS - Percentage of Programmes (UG/PG) in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented (Date of the preceding academic year)																
	<table border="1"> <tr> <th>Name of all Programmes requiring adoption of CBCS</th> <th>Name of all Programmes adopting CBCS</th> <th>Name of all Programmes adopting ECS</th> <th>Programme Code</th> <th>Year of implementation of CBCS / ECS</th> <th>Link of the relevant document</th> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> Minutes of relevant Academic Council/BoS/ School Board meetings 						Name of all Programmes requiring adoption of CBCS	Name of all Programmes adopting CBCS	Name of all Programmes adopting ECS	Programme Code	Year of implementation of CBCS / ECS	Link of the relevant document					
Name of all Programmes requiring adoption of CBCS	Name of all Programmes adopting CBCS	Name of all Programmes adopting ECS	Programme Code	Year of implementation of CBCS / ECS	Link of the relevant document												

7	1.2.3: Enabling provision for lateral entry for learners - Percentage of learners admitted in the Institution through lateral entry during the year				
	Year	Programme name Where Lateral Entries are enabled	Programme code	Number of the learners admitted through lateral entry/ vertical mobility based on credit transfer	Total no. of learners
	Upload: <ul style="list-style-type: none"> • Credit transfer policy • List of Programmes having provision for lateral entry/ vertical mobility • Copies of Approval obtained for lateral entry from academic council 				

Key Indicator - 1.3 Curriculum Enrichment

8	1.3.2.: Awareness/ soft skills / life skills/value-added courses etc., on offer					
	Name of Value-added courses imparting life skills and soft skills	Offered to Learners enrolled in program	Number of Hours	Year of Launch	Weather repeated in subsequent years	
9.	Upload: <ul style="list-style-type: none"> • Brochure or any other document relating to the listed courses 					
	1.3.3: Learners undertaking fieldwork / projects / internships etc. - Percentage of learners undertaking field work / projects / internships leading to submission of dissertation / Reports 1.3.3.1: Number of learners undertaking field work / projects / internships leading to submission of dissertation / Reports (data for the latest completed academic year)					
	Programme name	Programme Code	Number of learners enrolled in the Programme	Name of learners undertaking field work / projects / internships leading to submission of dissertation / Reports	weather field work / projects / internships leading to submission of dissertation / Reports	Date of submission

	Upload: <ul style="list-style-type: none"> • Link to Programme structure(s) • Handbook/Manual for field work/ projects / internships etc. • List of learners enrolled in Programme involving field work/ projects / internships etc. 																																	
10.	1.3.4: Courses on employability/ entrepreneurship/ skill development: Average percentage of courses on offer has focus on employability/ entrepreneurship/ skill development during the year.																																	
	<table border="1"> <thead> <tr> <th>Year</th><th>Programme Name</th><th>Programme Code</th><th>Name of the courses has focus on employability/ entrepreneurship/ skill development</th><th>Course Code</th><th>Weather the focus on employability/ entrepreneurship/ skill development</th><th>Link to course contents</th></tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Year	Programme Name	Programme Code	Name of the courses has focus on employability/ entrepreneurship/ skill development	Course Code	Weather the focus on employability/ entrepreneurship/ skill development	Link to course contents																						Upload: <ul style="list-style-type: none"> • Link to course content of such courses having focus on Employability/ Entrepreneurship/ Skill development 				
Year	Programme Name	Programme Code	Name of the courses has focus on employability/ entrepreneurship/ skill development	Course Code	Weather the focus on employability/ entrepreneurship/ skill development	Link to course contents																												

	Key Indicator - 1.4 Feedback System				
11.	1.4.1 Feedback for design and review of curriculum: Stakeholders feedback has been designed for review of curriculum/syllabus for the preceding academic year from various stake holders 1) Learners, 2) Teachers and other academics 3) Academic Counsellors, 4) External Subject Experts, 5) Employers, 6) Alumni				
	<table border="1"> <thead> <tr> <th>Year</th><th>Data collection instruments</th></tr> </thead> <tbody> <tr><td> </td><td> </td></tr> </tbody> </table>	Year	Data collection instruments		
Year	Data collection instruments				
	Upload: <ul style="list-style-type: none"> • URL for stakeholder feedback instruments 				

12.

1.4.2 **Action on feedback (feedback collection, analysis and action taken)** : Mechanism in its place for analyzing the feedback received from stakeholders on curriculum/syllabus for preceding academic year

1) Learners, 2) Teachers and other academics 3) Academic Counsellors, 4) External Subject Experts, 5) Employers, 6) Alumni

Year	Report of analysis on feedback received from Learners	Report of analysis on feedback received from teachers and other academics	Report of analysis on feedback received from Academic Counsellors	Report of analysis on feedback received from Subject Experts

Upload:

- URL for stakeholder feedback report
- Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management

	Criterion II -Teaching-Learning and Evaluation				
	Key Indicator - 2.1 Learner Enrolment				
13.	2.1.1. Average variation enrolment of learners in the Institution during the year				
	Year	Fresh enrolment	*Admission into next semester (re-registration)	Total enrolment	Year
	*Admission into 2 nd year (3 rd semester & 4 th semester) / 3 rd year (5 th & 6 th semester) for UG level learners				
	*Admission into 2 nd year (3 rd semester & 4 th semester) for PG level learners				
	. Admission report duly published and authenticated by the Head of the institution				
	. Annual Report of the Institution reflecting the fresh admission				

	Key Indicator - 2.2 Catering to Learner Diversity								
14.	2.2.1. Catering to rural population - Percentage of learners enrolled from rural areas during the year <table><tr><th>Year</th><th>Total enrolment (No.)</th><th>Urban (No)</th><th>Rural* (No.)</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>*Rural also includes tribal areas</p> <p>Upload: . Admission report duly published and authenticated by the Head of the institution</p>	Year	Total enrolment (No.)	Urban (No)	Rural* (No.)				
Year	Total enrolment (No.)	Urban (No)	Rural* (No.)						

	. Annual Report of the Institution reflecting the Rural/ Urban fresh admission																			
15.	<p>2.2.2. Reaching out to learners from socially backward categories - Percentage of learners enrolled across different socially backward categories during the year</p> <p>2.2.2.1 Number of learners admitted against SC/ST/OBC and other reserved categories as per GOI norms</p> <table><tr><th rowspan="2">Year</th><th colspan="5">Number of students admitted from Socially backward category</th><th rowspan="2">Total number of learners enrolled</th></tr><tr><th>SC</th><th>ST</th><th>OBC</th><th>Gen</th><th>Others</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Upload:</p> <p>. Admission report duly published and authenticated by the Head of the institution</p> <p>. Annual Report of the Institution reflecting the category wise fresh admission</p>	Year	Number of students admitted from Socially backward category					Total number of learners enrolled	SC	ST	OBC	Gen	Others							
Year	Number of students admitted from Socially backward category					Total number of learners enrolled														
	SC	ST	OBC	Gen	Others															

16.	<p>2.2.3: Reaching out to Persons with Disabilities (PwD) - Average percentage of PwD learners enrolled during the year</p> <p>2.2.3.1 Number of learners enrolled from Divyangjans categories during the year</p> <table><tr><th>Year of enrollment</th><th>Name of Divyangjan learner</th><th>Program enrolled in</th><th>Type of Disability</th><th>UDID Card number</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Upload:</p> <ul style="list-style-type: none">• List of PwD Learners: Institutional data• Annual Report of the Institution reflecting the category wise fresh admission in Divyagjan category• Disability certificate and UDID Card copy	Year of enrollment	Name of Divyangjan learner	Program enrolled in	Type of Disability	UDID Card number					
Year of enrollment	Name of Divyangjan learner	Program enrolled in	Type of Disability	UDID Card number							
17	<p>2.2.4. Reaching out to women / Transgender learners - Average percentage of enrolled learners across different genders during the year</p> <table><tr><th>Year of admission</th><th>Name of the Transgender Learner enrolled</th><th>Program Enrolled in</th><th>links to Identification card issued by Government</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Upload:</p> <ul style="list-style-type: none">. Admission report duly published and authenticated by the Head of the institution. Annual Report of the Institution reflecting the Gender- wise fresh admission. Identification card issued by Government	Year of admission	Name of the Transgender Learner enrolled	Program Enrolled in	links to Identification card issued by Government						
Year of admission	Name of the Transgender Learner enrolled	Program Enrolled in	links to Identification card issued by Government								
18	<p>2.2.5. Reaching out to employed persons - Percentage of the employed learners who are enrolled during the year</p> <table><tr><th>Year</th><th>Name of the Program</th><th>Number of Employed learners including self-employed</th></tr><tr><td></td><td></td><td></td></tr></table>	Year	Name of the Program	Number of Employed learners including self-employed							
Year	Name of the Program	Number of Employed learners including self-employed									

Upload: . Admission report duly published and authenticated by the Head of the institution . Annual Report of the Institution reflecting the employed learners who are freshly admission														
19	2.2.6: Learners from Special Target Group: prison inmates - Average number of prison inmates enrolled as learners during the year 2.2.6.1 Number of prison inmates enrolled as learners during the year <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width:20%;">Year</th> <th style="width:30%;">Name of the Program</th> <th style="width:50%;">Name of prison inmates enrolled as learners</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> . Admission report duly published and authenticated by the Head of the institution . Annual Report of the Institution reflecting the number of prison inmates who are freshly admission				Year	Name of the Program	Name of prison inmates enrolled as learners							
Year	Name of the Program	Name of prison inmates enrolled as learners												
20	2.2.7: Learners from Defense and Security Forces - Average number of persons from Defence and Security Forces background namely: Defence / Security Personnel, Ex Service men/ War widows, enrolled as learners during the year <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width:15%;">Year</th> <th style="width:20%;">Number of learners enrolled under category of Ex Service men</th> <th style="width:20%;">Number of learners enrolled under category of War widows</th> <th style="width:20%;">Number of learners enrolled under category of Defence / Security Personnel</th> <th style="width:25%;">Total number of learners enrolled</th> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> Upload • Supporting data or records of reference personals/war widows/Ex-service men				Year	Number of learners enrolled under category of Ex Service men	Number of learners enrolled under category of War widows	Number of learners enrolled under category of Defence / Security Personnel	Total number of learners enrolled					
Year	Number of learners enrolled under category of Ex Service men	Number of learners enrolled under category of War widows	Number of learners enrolled under category of Defence / Security Personnel	Total number of learners enrolled										

Key Indicator - 2.3 Teaching-Learning Process

21	2.3.2: Use of Radio for providing instruction - Percentage of programmes where radio has been used for providing instruction in the preceding academic year <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width:20%;">Programme name</th> <th style="width:30%;">Programme Code</th> <th style="width:50%;">Program where Radio sessions conducted</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> Upload .• Proof of radio broadcasting with schedules of the programs • Schedules of the above activities • As per Data template • Any other relevant information			Programme name	Programme Code	Program where Radio sessions conducted			
Programme name	Programme Code	Program where Radio sessions conducted							
22	2.3.3 Use of telecast / webcast for providing instruction- Percentage of programmes where telecast / webcast (TV broadcast, teleconferencing, web conferencing / webinars, etc) for providing instructions in the preceding academic year. <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width:20%;">Programme name</th> <th style="width:30%;">Programme Code</th> <th style="width:50%;">Number of telecast/ webcast conducted</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>			Programme name	Programme Code	Number of telecast/ webcast conducted			
Programme name	Programme Code	Number of telecast/ webcast conducted							

	Upload <ul style="list-style-type: none">• Proof of tele- broadcasting with schedules of the programs• Schedules of the above activities										
23	2.3.4: Availability of digitized SLMs for the learners - Percentage of programs having access to online SLMs 2.3.4.1 Number of learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners during the year <table><tr><td>Year</td><td>Name of programmes for which the digitized content is available for the learners</td><td>SLMs uploaded on the website / Online Repository/ e-content app / LMS</td><td>Relevant links</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> Upload <ul style="list-style-type: none">• Links of the programs digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS			Year	Name of programmes for which the digitized content is available for the learners	SLMs uploaded on the website / Online Repository/ e-content app / LMS	Relevant links				
Year	Name of programmes for which the digitized content is available for the learners	SLMs uploaded on the website / Online Repository/ e-content app / LMS	Relevant links								

Key Indicator - 2.4 Teachers and other Academics-Profile and Quality

24.

2.4.1 Full-time teachers and other academics in positions – Percentage of the sanctioned posts occupied by full-time teachers and other academics respectively during the year.

Year	Number of Teachers		Number of other Academics	
	Sanctioned posts	In position	Sanctioned posts	In position

Upload:

- Institutional data of teachers and other academics
- List of the faculty members authenticated by the Registrar of the Institution

25.

2.4.2. Full-time teachers and other academics with Ph.D. - Percentage of full-time teachers and other academics with Ph.D. degree

2.4.2.1 Number of full-time teachers and other academics with Ph.D. degree

Year	Number of Teachers			Number of other academics		
	In position	With PhD	Without PhD	In position	With PhD	Without PhD

	Upload: . PhD degree certificate of the faculty						
26.	2.4.3 Programmes on offer through Collaboration - Programmes offered which are developed through collaboration with Government / other agencies during the year						
	Number of Programmes on offer	Name of Programme developed in house	Name of Programme developed in collaboration with Government/ other agency	Name of Programmes developed by out sourcing to external agency	Year of initiation	Program being offered till date (Yes/No)	
	Upload: . Copies of MoUs with other agencies . Minutes of relevant Academic Council/BoS/ School Board meetings						
27	2.4.4 : Percentage of in-house faculty involved in design and development of SLMs during the year						
	Year	Name of the Programme	Curriculum designing (programme and course coordination by in-house faculty)	Writing of units by in-house faculty	Editing of blocks (content, format and language) by in-house faculty	Vetting of blocks by in-house faculty	Total
	Upload • Minutes of relevant Academic Council/BoS/ School Board meetings • Credit page of Blocks/ Courses						
28	2.4.5: Recognition earned by full time teachers and other academics 2.4.5.1 Number of full time teachers who received awards, fellowships, recognition etc. from state /national /international level, Government recognized bodies during the year						
	Sl. No	Name of full time teachers receiving award		Year of Award	Designation	Name of fellows	

	Upload: Scanned copies of awards
--	--

29	2.4.6. Learner : Academic Counsellor ratio				
	Sl. No.	Name of academic counsellor	Year of Appointment	Highest Educational Qualifications	Teaching experience in years
Upload: <input type="checkbox"/> List of Academic Counselors with details of qualifications <input type="checkbox"/> Any other relevant information					

Key Indicator - 2.5 Evaluation Process and Reforms							
30	2.5.4 Status of automation of Examination/ Evaluation Processes						
	Sl. No.	Name of the activity automated	Date of commencement of activity	Links of snapshots			
Upload <ul style="list-style-type: none"> Current Manual of Examination Automation System Annual reports of examination including the present status of automation 							
31	2.5.5: Involvement of external subject experts in evaluation process						
	Extent of involvement of external subject experts and other academics in the evaluation related activities in the preceding academic year						
	Sl. No.	Evaluation of Assignments	Evaluation of Projects	Preparation of Term End question papers	Moderation of Term End question papers	Evaluation of answer scripts	Examination related duties as invigilator, observer etc.
		Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Upload Approval of BOE For the external Examiners scheme List of External Examiners							
32	Key Indicator - 2.6 Learner Performance and Learning Outcomes						
	2.6.2: Percentage of completion status of UG and PG degree programmes with in specified period during preceding year						

	Name of UG learners enrolled in first year of the present assessment period.	Program Enrolled in	UG learners completed the degree program within 3 to 5 years (yes/No)	Year of completion of Degree	Name of PG learners enrolled in first year of the present assessment period.	PG learners completed the degree program within 2 to 4 years (yes/No)	Year of completion of Degree
	Upload Link to declaration of results						

Key Indicator - 2.7 Learner Satisfaction Survey										
33	2.7.1 Online Learner Satisfaction Survey regarding teaching-learning process (Online survey to be conducted and details of the learners in the format mentioned below should be uploaded)									
	Name of the learner	Gender	Category	State of Domicile	Nationality (if other than Indian)	Email ID	Programme name	Student Unique Enrolment ID	Mobile Number	Year of joining
	Upload <ul style="list-style-type: none"> Database of all currently enrolled learners 									

	Criterion III – Research, Innovations and Extension				
	Key Indicator - 3.1 Promotion of Research and Facilities				
34	<p>3.1.2: Research facilities for teachers, other academics and learners</p> <p>Research facilities available to the teachers, other academics and learners of the Institution for pursuing research</p> <table border="1"> <tr> <td>Name of the facility</td><td>Date of procurement / launch / establishment</td></tr> <tr> <td> </td><td> </td></tr> </table> <p>Upload</p> <ul style="list-style-type: none"> • URLs of the available facilities • links of geotagged photos 	Name of the facility	Date of procurement / launch / establishment		
Name of the facility	Date of procurement / launch / establishment				

	Key Indicator - 3.2 Resource Mobilization for Research								
35	3.2.1: Government and Non-government grants for research								
36	3.2.2: Research projects funded to teachers – Number of research projects funded by the institution / government and non-government agencies per teacher during the year								
	Sl. No.	Title of the Project	Name of the Principal Investigator/Co Investigator	Name of the Funding agency	Type of funding agency (Government/Non-Government)	Department/ School of Principal Investigator/ Co Investigator	Year of Award	Funds Sanctioned (INR in Lakhs).	Duration of the project
	3.2.1 Upload: <ul style="list-style-type: none">• Award letters for research projects sponsored by government and non-government								
	3.2.2 Upload: <ul style="list-style-type: none">• List of research projects• Document from Funding Agency• Web-Link of the funding agency website								

	Key Indicator - 3.3 Innovation Ecosystem
37	<p>3.3.2: Workshops / seminars conducted on innovative practices</p> <p>3.3.2.1 Total number of workshops/seminars conducted during the year</p>

	Year	Name of the workshop/ seminar and content development	Number of Participants	Date From – To	link to the activity report/ URL of the materials developed, on the website
	Upload <ul style="list-style-type: none"> • Report of the event/ link to the material developed • List of workshops/seminars over during the year 				
38	3.3.3: Innovative content developed in the form of e-modules / e-SLMs / MOOCs				
	Name of Platform				
	Year				
	Number of e-modules/ e-SLM's/ MOOCs				
	Upload: <ul style="list-style-type: none"> • Link of the innovative contents developed • As per Data Template • Any other relevant information 				
	3.3.3.1 Total number of workshops/seminars conducted by DDE during the year:				
	Name of Faculty	Year	Title of e-modules	E-modules hosted in <ul style="list-style-type: none"> • NMEICT • NPTEL • SWAYAM • e-PG Pathshala • e-SLMs • other MOOCs platform • Institutional LMS 	
	Upload <ul style="list-style-type: none"> • List of the innovative contents during the year • Links to the modules developed • Any other relevant information 				

39.	3.3.4: Awards for innovation			
	3.3.4.1 Number of Awards for innovation received by the Institution, its teachers/other academics/research scholars/Learners during the year			
	Title of the innovation	Name of the Awardee	Name of the Awarding Agency with contact details	Year of Award
	Upload: Scanned copies of award letters Award details			

	Key Indicator - 3.4 Research Publications and Awards				
40	3.4.1 Mechanisms to check malpractices and plagiarism in research				
	3.4.1 The institution has a stated code of ethics for research, the implementation of which is ensured by the following: (during the year)				
	There exists stated code of ethics for research (yes/No)	Research methodology with course on research ethics (Yes/No)	Ethics Committee constituted (Yes/No)	Plagiarism Check practiced (Yes/No)	Committee on publication guidelines exists (Yes/No)
	Upload: <ul style="list-style-type: none"> • Institutional code of ethics for research document • Members of Research Ethics Committee with recent Minutes of the Meeting • Course syllabus of Research ethics and approval of BOS/academic council • Bills for the Plagiarism software • Links to guidelines on publication notified in website of the University or as approved by academic council 				
41	3.4.2 Ph.D. degrees awarded per recognised research guide of the University during the year.				
	Date of award of PhD (dd/mm/yyyy)	Name of researcher awarded with PhD	Name of the recognised and assigned Research Guide	Year of recognition as research guide by the University	

Upload: <ul style="list-style-type: none"> Approval from the university and its appropriate bodies recognizing the faculty as research guide Phd registration document of the scholar with guide's name mentioned Phd Viva completion document with research guide's name mentioned 				

42	3.4.3: Research publications – Number of research papers published per teacher of the institution in the Journals notified by UGC care list website / peer reviewed journals during the year 3.4.3.1 Number of research papers published by the faculty of the Institution						
	Title of research article	Name of the author/s	Department School/ Division/ Centre/ Unit/ Cell of the teacher/ and other academic	Name of journal	Year of publication	ISSN number	Link of the publication
Upload: <ul style="list-style-type: none"> Web-link of the research papers by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication 							

43	3.4.4: Books and Chapters in edited volumes published per teacher etc. during the year								
	Sl. No.	Name of the faculty/ other academic	Title of the book	Title of the Chapter/Unit	Year of publication	ISBN number of the publication	Affiliating Institute at the time of publication	Name of the publisher	Link of the publications
Upload <ul style="list-style-type: none"> Web-link of publications by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication 									

44	3.4.5 Citations of the publications							
	Sl. No.	Name of the author	Title of the paper	Title of the Journal	Year of publication	ISBN/ISSN number of the publication	Citation Index	Name of the publisher

	Upload <ul style="list-style-type: none"> Web-link of publications 							

45	3.4.7: H-index of the Institution based on the publications by teachers and academics during the year Details of the publications of the teachers and other academics of the Institution during the year to calculate h-index of the Institution based on the Citations of the publications in Scopus / Web of Science							
	Sl . No.	Name of the author	Title of the paper	Title of the Journal	Year of publication	ISBN/ISSN number of the publication	H Index	Name of the publisher
	Upload: <ul style="list-style-type: none"> H-index of the institution based on the publications 							

	Key Indicator - 3.5 Consultancy				
46.	3.5.2 Revenue from consultancy – Revenue generated by the Institution from consultancy during the year (INR in lakhs)				
	Names of the Faculty	Name of consultancy project	Consulting/Sponsoring agency with contact details	Year	Revenue generated (INR in Lakhs)
	Upload: <ul style="list-style-type: none"> Audited statements of accounts indicating the revenue generated through consultancy Invitation or agreement letter for consultancy 				

47.	3.5.3: Revenue from training/ seminars/ conferences/ etc. – Revenue generated through sponsored training programmes/ seminars/ conferences sponsorship, etc. (INR in lakhs), during the year (INR in lakhs)				
	Title of the Training Programme Title of the corporate	Agency seeking training with contact details	Year	Revenue generated (INR in Lakhs)	Number of trainees

	training Programme				
	Upload: <ul style="list-style-type: none"> Audited statements of account indicating the revenue generated through training Schedule of the training programmes Request letter and commitment of payment from the client/trainee institution 				

	Key Indicator - 3.6 Extension Activities			
48.	3.6.2 Recognition of extension activities during the year			
	Name of the activity	Name of the Award/ recognition	Name of the Awarding government/ recognized bodies	Year of award
	Upload <ul style="list-style-type: none"> Awards for extension activities Scanned copy of the award letters 			

49.	3.6.3: Collaborative extension and outreach Programmes			
	3.6.3.1 Number of extension and outreach Programmes conducted in collaboration with Community Based Organizations, Government and non-government Organizations during the year			
	Name of the activity	Organizing unit/ agency/ collaborating agency	Year of the activity	Number of learners participated in such activities
	Upload: <ul style="list-style-type: none"> Reports of the event organized.. 			

50.	3.6.4: Participation in extension activities					
	3.6.4.1 Number of employees and learners participating in extension activities conducted by the Institution with Government Organizations, Non-Government Organizations and Programmes such as Swachh Bharat, AIDS Awareness, Gender issues, Rights of PwD etc. during the year					
	Name of the activity	Organizing unit/ agency/ collaborating agency	Name of the scheme	Year of the activity	Number of employees participated in such activities	Number of learners participated in such activities

	Upload: <ul style="list-style-type: none"> Report of the event with photos 					

Key Indicator - 3.7 Collaboration									
51.	3.7.1 Collaborative activities with Institutions 3.7.1.1 Number of Collaborative activities for research, programme development and faculty exchange with institutions during the year								
	S N	Title of the Collabo rative activity	Name of the collabo rating agency with contact details	Name of the participant	Sour ce of finan cial supp ort	Year of collaboratio n	Dura tion	Nature of the activity	Link of the relev ant docu ment
	Upload: <ul style="list-style-type: none"> Scanned copies of collaboration document 								

52.	3.7.2: Collaborations with industries 3.7.2.1 Number of collaborations with industries for learner exchange, internship, establishing Chairs during the year						
	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Year of commence ment	Durat ion (From -To)	Nature of linkage	Name of the participan t	Link of the releva nt docu ment
	Upload <ul style="list-style-type: none"> Link of website of collaborator MoU of the collaboration (s) 						

	Criterion IV – Infrastructure and Learning Resources	
	Key Indicator - 4.1 Physical Facilities	
53	4.1.2 Expenditure incurred for infrastructure augmentation –Percentage of expenditure incurred for infrastructure augmentation (INR in lakhs) during the year.	
	Years	Heads of Budget allocated for infrastructure augmentation
	Upload: <ul style="list-style-type: none"> Audited utilization statements Audited Income-expenditure statement 	
54	4.1.3 Percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities during the year (INR in lakhs)	
	Year	Heads Expenditure on Campus Maintenance (INR in lakhs)
	Upload: <ul style="list-style-type: none"> Audited statements of accounts. Audited Income-expenditure statement 	

	Key Indicator - 4.2 IT Infrastructure	
55	4.2.1: ICT enabled facilities at HQs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support at Headquarters for the preceding academic year	
	Number of rooms and seminar halls with ICT facilities//Wi-Fi/LAN in the HQ	Type of ICT facility and Configuration
	Upload: <ul style="list-style-type: none"> Geo-tagged Photographs of IT infrastructure facilities at HQs 	
56	4.2.2: ICT enabled facilities at RCs – Percentage of IT enabled rooms and seminar halls of the Institution for academic support in Regional Centres	
	4.2.2.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Regional Centres (RCs). (Data for the latest completed academic year)	
	Details of rooms with ICT facilities//Wi-Fi/LAN	Type of ICT facility and Configuration
	Upload: <ul style="list-style-type: none"> Geo-tagged Photographs of infrastructure facilities at a few RCs 	
57	4.2.3: ICT enabled facilities at LSCs – Percentage of IT enabled rooms and seminar Halls of the	

	Institution for academic support in learner support centres (LSCs) 4.2.3.1 Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN at Learner Support Centres (LSCs) (Data for the latest completed academic year)						
	Number of rooms and seminar halls with ICT facilities//Wi-Fi/LAN				Type of ICT facility		
	Upload: <ul style="list-style-type: none"> Photographs of infrastructure facilities at a few LSCs 						
58	4.2.5 Internet Bandwidth at the HQs and RCs – Available bandwidth of the internet facility at the Headquarters and Regional Centres of the Institution 4.2.5.1: Internet connection(s) in the Institution (Leased line) in terms of the available bandwidth in MBPS (Data for the latest completed academic year):						
	Internet Bandwidth at the HQs in MBPS		Name of the Service Provider		Internet Bandwidth at the RCs in MBPS		
	Upload: <ul style="list-style-type: none"> Recent bill of payment for bandwidth of internet connection in the Hq and RC mentioned 						
59	4.2.6: Facilities for media production - Facilities for audio, video and e-content development are available and are in use at the Institution						
	S. No.	Details of the audio production facilities	Details of the video content production facilities		Details of the e-content production facilities		
	Upload: <ul style="list-style-type: none"> Geo-tagged photographs of the facilities for audio, video e-content production Approval for establishment from concerned bodies and procurement invoices for the selected options 						
60	4.2.7: Percentage of viewers (learners) to Transmission facilities of the Institution during the year 4.2.7.1 Number of viewers (learners) of transmission facilities (Radio and Television Channels) for the latest completed academic year						
	Type of Transmission Channel (Radio or Television)	Frequency	Studio (owned/hired)	Date of the transmission (DD/MM/YYYY)	Time and duration of the transmission in IST	Title of Program transmitted	Number of viewers for the program

							m
Upload: <ul style="list-style-type: none"> Viewer abstract of the program transmitted 							

Key Indicator - 4.3 Learning Resources

61	4.3.2: Average number of Learners attached to LSCs		
	4.3.2.1 Number of LSCs in the preceding academic year:		
	Addresses of LSCs	Number of learners enrolled per LSC (Fresh and Re-registration) of preceding year	
	Upload: <ul style="list-style-type: none">• Enrolment details of the preceding academic year• Distribution of learners LSC wise• List of RCs with their operational area		
62	4.3.4: Expenditure on Library – Percentage of annual expenditure on library during the year		
	4.3.4.1 Annual expenditure on library during the year (INR in lakhs)		
	Year	Heads of Expenditure incurred	Amount in Rs
	Upload: <ul style="list-style-type: none">• Copy of the minutes of annual library committee meeting• Audited Income-expenditure statement highlighting the expenditure towards library		

	Criterion V - Learner Support and Progression			
	Key Indicator - 5.1 Learner Support			
63	5.1.5 Attending to learners' queries Modes/approaches employed by the University to attend to learners 'queries include:			
	Year	Type of Approach	Number of the queries	Number of queries addressed

		received	
Upload: <ul style="list-style-type: none"> Web-links to Online Help Desk, App based support, Chat Box, Interactive radio counseling, Web-conferencing, Student Services Centre, Any other 			

64	5.1.6 Academic counselling services Modes employed by the Institution to provide academic counseling services to its learners include: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <table border="1" style="width: 100%;"> <tr> <th style="width: 25%;">Name of programme</th> <th style="width: 25%;">Modes employed to provide academic counselling for theory courses</th> <th style="width: 25%;">Modes employed to provide academic counselling for practical courses</th> <th style="width: 25%;">Number of students who availed the facility in the last completed academic year</th> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> </div> Upload: <ul style="list-style-type: none"> Web-links to counseling schedules for preceding academic year 	Name of programme	Modes employed to provide academic counselling for theory courses	Modes employed to provide academic counselling for practical courses	Number of students who availed the facility in the last completed academic year																				
Name of programme	Modes employed to provide academic counselling for theory courses	Modes employed to provide academic counselling for practical courses	Number of students who availed the facility in the last completed academic year																						
65	5.1.7 Addressing learners' grievances – The Institution has a transparent mechanism for timely redressal of learner grievances. Percentage of grievances received at HQ and redressed during the year <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <table border="1" style="width: 100%;"> <tr> <th style="width: 20%;">Year</th> <th style="width: 15%;"> </th> <th style="width: 15%;"> </th> <th style="width: 15%;"> </th> <th style="width: 15%;"> </th> <th style="width: 15%;"> </th> </tr> <tr> <td>Number of grievances received at HQ</td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Number of grievances redressed at HQ</td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Nodal Officer of Grievance Redressal</td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> </div> Upload: <ul style="list-style-type: none"> Web link to Grievance Redressal Mechanism/ Committee for learners Log sheet of online Grievance Mechanism redressal submitted to UGC 	Year						Number of grievances received at HQ						Number of grievances redressed at HQ						Nodal Officer of Grievance Redressal					
Year																									
Number of grievances received at HQ																									
Number of grievances redressed at HQ																									
Nodal Officer of Grievance Redressal																									

66	5.1.9 Financial Support to learners of disadvantaged groups - Percentage of learners of disadvantaged groups benefited by financial support provided by the Government / University / or any other during the year
----	---

	Year	Name of the scheme	Number of learners of disadvantage groups benefitted
	Upload: <ul style="list-style-type: none"> Letter or document of proff supporting the disbursement of Scholarship for the disadvantaged groups Income expenditure statement of the Institutions highlighting the amount spent on scholarship for learners 		

	Key Indicator - 5.2 Learner Progression				
67	5.2.1 Total Number of learners enrolled in the preceding academic year (only newly enrolled) (Data auto-populates from Extended profile)				
	Name of the programme	Total enrolment in the programme	Number of assignment(s) per course	Number of learners submitted assignment per course	Number of learners who hve not submitted assignments
	Upload: <ul style="list-style-type: none"> List of programmes on offer Web-link of assignments of programmes on offer Web-link of monthly monitoring report , if any 				

68	5.2.2 Percentage of Newly enrolled learners registered for term end examination		
	Name of the programme and courses	Total enrolment in the programme	Number of learners (only newly enrolled)registered for term end examinations
	Upload: <ul style="list-style-type: none"> List of programmes on offer Web-link of examination schedule List of learners (only freshly enrolled)registered for term end examination 		

69	5.2.3 Percentage of learners appeared for term end exam		
	Name of the programme and courses	Total enrollment in the programme	Number of learners (only freshly enrolled) appeared in term end examinations
	Upload: <ul style="list-style-type: none"> List of programmes on offer Web-link of examination schedule List of learners (only freshly enrolled) who have appeared in term end examination 		

70	5.2.4 Percentage of learners passed out term end examination			
	Name of the programme and courses	Total enrollment in the programme	Number of learners (only freshly enrolled) appeared in term end examinations	Number of learners (only freshly enrolled) passed in Term End Examinations
	Upload: <ul style="list-style-type: none"> List of programmes on offer Web-link of examination schedule List of learners (only freshly enrolled) passed in Term End Examinations 			

71	5.2.5. Placement services provided to the learners			
	5.2.5.1 Number of placement drives conducted by the institution for the learners during the year			
	Date of placement drives held during the year (DD/MM/YYYY)	Details of the collaborating agencies	Number of learners participated in the program	Number of learners placed through the placement drive
Upload: <ul style="list-style-type: none"> Reports of the campus placement drives 				

Key Indicator - 5.3 Alumni Engagement

72	5.3.1 The Alumni Association: Percentage of passed out learners enrolled in Alumni Association.		
	The Alumni Association/ Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the year		
	Year	Number of learners enrolled in Alumni Association till preceding year	Total number of passed out learners of the OU from inception till preceding year

	Upload: <ul style="list-style-type: none">Web-link of Alumni Association												
73	5.3.2: Alumni Association Involvement -Percentage of graduated learners enrolled in Alumni Association 5.3.2.1 Number of graduated learners enrolled in Alumni Association (in latest completed academic year) <table><tr><td>Total Number of Alumni Registered</td><td>Details Online network of Alumni</td><td>Amount of Fee received (INR in lakhs)</td></tr><tr><td></td><td></td><td></td></tr></table> Upload: <ul style="list-style-type: none">Registration details of the alumni associationRecent report of the alumni meet			Total Number of Alumni Registered	Details Online network of Alumni	Amount of Fee received (INR in lakhs)							
Total Number of Alumni Registered	Details Online network of Alumni	Amount of Fee received (INR in lakhs)											
74	5.3.2 Facilities for Alumni Engagement 5.3.3.1 The Alumni Association facilitates its members by the following <table><tr><td>Year</td><td>online enrolment for its membership (yes/No)</td><td>online networking amongst its Alumni members (yes/No)</td><td>online payment of fees (Yes/No)</td><td>Donation by Alumni (yes/No)</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> Upload: <ul style="list-style-type: none">Relavant document as per the selection opted by the insitutionsRelevant report on the activity			Year	online enrolment for its membership (yes/No)	online networking amongst its Alumni members (yes/No)	online payment of fees (Yes/No)	Donation by Alumni (yes/No)					
Year	online enrolment for its membership (yes/No)	online networking amongst its Alumni members (yes/No)	online payment of fees (Yes/No)	Donation by Alumni (yes/No)									

	Criterion VI – Governance, Leadership and Management		
	Key Indicator - 6.2Strategy Development and Deployment		
75	6.2.3 Implementation of e-governance in different areas of operation Areas of operation of Institution which has e-governance implementation		
	Areas of e governance	Year of implementation	Web-link of relevant website/ document
	Planning and Development		
	Administration		
	Finance and Accounts		

	Learner Admission and Support		
	Examination		
	Upload <ul style="list-style-type: none"> • ERP Document • Screen shots of user interfaces • Implementation of e-governance in different areas of operation (Data Template) 		

	Key Indicator - 6.3 Faculty Development / Empowerment Strategies				
76	6.3.2 Percentage of Financial support for faculty development Number of teachers and other academics provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year				
	Year	Name of Faculty/ other academic	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
	Upload: <ul style="list-style-type: none"> • Letters to teachers and other academics provided with financial support to attend conferences, workshops etc. during the year • Income expenditure statement clearly stating the financial support for faculty 				

77	6.3.3 Average number of programmes organised for professional development 6.3.3.1 Number of professional development / administrative training Programmes organized by the University for teachers, other academics and non-academic staff during the year				
	Year	Title of the professional development Programme organized for teaching and/or other academic,	Title of the administrative training Programme organized for non-academic staff	Number of participants	Dates (from-to-)
	Upload: <ul style="list-style-type: none"> • Professional development / administrative training Programmes organized by the Institution for teaching and other academic; and non-academic staff • Program report with photographs 				

78	6.3.4 Percentage of Teachers and other academics attended Professional Development Programmes			
	6.3.4.1 Number of teachers and other academics attended Professional Development Programmes, viz.: Orientation Programme, Refresher Programme, Faculty Development Programme (FDP), during the year			
	Year	Name of the faculty/other Academics	Designation	Title of the professional development Programme
				Date and Duration (from - to-)
Upload: <ul style="list-style-type: none"> • CIQA report summary • Reports of the Human Resource Development Centres (UGC ASC or other relevant centers). • Program completion certification/Certificate of Participation of each faculty 				

79	6.3.5 Non- academic staff attending administrative training Programmes - Percentage of full time non-academic staff attended training Programmes during the year			
	6.3.5.1 Number of full time non-academic staff attended training Programmes			
	6.3.5.2 Number of full time non-academic staff during the year			
	Year	Total number of non-academic staff in position	Total number of non-academic staff attended administrative training programme	Title of the Programme
Upload: <ul style="list-style-type: none"> • CIQA report summary • Course completion certificate/attendance of training program 				

Key Indicator - 6.4 Financial Management and Resource Mobilization		
80	6.4.3 Average percentage of expenditure by the Institution on learner support services during the year (INR in Lakhs)	
	Year	Heads expenditure on learner support services per year by the institution during the year
		Total expenditure of the institution excluding salary per year for learner support services
Upload: <ul style="list-style-type: none"> • Annual Budget of Institution during the year 		

	<ul style="list-style-type: none">Income expenditure statement highlighting the expenditure made for the Learner support service					
	Key Indicator - 6.5 Internal Quality Assurance System					
81	6.5.1 Institutionalizing the quality assurance through CIQA					
Year	PPRs prepared	Details of workshops/seminars organized	Innovative practices implemented	Initiatives for system based research	Feedback mechanisms developed	Activities for recognition and accreditation
Upload: <ul style="list-style-type: none">Scanned copies of Programme SchedulesReports of the activities						

	Criterion VII –Institutional Values and Best Practices				
	Key Indicator 7.1 - Institutional Values and Social Responsibilities				
82	7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures				
	Year	Type of Initiatives taken for Solar Energy harnessing	Type of Initiatives taken for Biogas Plant	Type of Initiatives taken for Wheeling to grid	Type of Initiatives taken for Sensor-based energy conservation
	Upload : <ul style="list-style-type: none"> Geo-tagged photographs of initiatives Invoice and audited statement of expenditure towards the structure establishment and maintenance 				

	Environmental Consciousness and sustainability				
83	7.1.4: Water conservation facilities available in the Institution				
	Year	Type of conservation structures	Type of conservation structures	Type of conservation structures	Type of conservation structures

		implemented for Rainwater harvesting	implemented for Borewell /Open well recharge	implemented for Construction of tanks and bunds	implemente d for Wastewater recycling	implemented for Maintenance of water bodies and distribution system in the campus

Upload :

- Geo-tagged photographs of initiatives
- Invoice and audited statement of expenditure towards the structure establishment and maintenance

84

7.1.5 Green campus initiatives during the year

Year of Implement ation	Restricted entry of automobiles (Yes/No)	Use of Bicycles/ Battery powered vehicles (Yes/No)	Pedestri an Friendly pathway s (Yes/No)	Ban on use of Plastic (Yes/No)	Landscaping with trees and plants (Yes/No)

Upload :

- Geo-tagged photographs of green campus
- Audited reports of expenditure details of initiatives taken for a green campus
- Award for the green campus

85

7.1.6: Quality audits on environment and energy regularly undertaken by the Institution

7.1.6.1.The institutional environment and energy initiatives are confirmed through the following

Green audit (Yes/No)	Energy audit (Yes/No)	Environment audit (Yes/No)	Clean and green campus recognitions / awards (Yes/No)	Beyond the campus environmental promotional activities (Yes/No)

Upload:

- Scanned copies of energy audit reports
- Scanned copies green audit reports

- Award for the green campus
- Report of environmental promotional activities

86	7.1.7 The Institution has friendly, barrier free environment				
	1. Built environment with ramps/lifts for easy access to classrooms.	2. Differently-abled friendly washrooms	3. Signage including tactile path, lights, display boards and signposts	4. Assistive technology and facilities for differently-abled persons (Divyangjan) accessible website, screen-reading software, mechanized equipment	Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc.,
	Yes / No	Yes / No	Yes / No	Yes / No	Yes/No
	Upload <ul style="list-style-type: none"> • Geo-tagged photos of the facilities 				

87	7.1.10 The Institution has a prescribed code of conduct for Learners, teachers, administrators and other staff and conducts periodic programmes in this regard during the year				
	Year	1. The institutional Code of Conduct principles are displayed on the website	2. There is a committee to monitor adherence to the institutional Code of Conduct principles	3. Institution organizes professional ethics programmes for Learners, teachers, administrators and other staff	4. Annual awareness programmes on Code of Conduct are organized
	Upload: <ul style="list-style-type: none"> • Details of the Committee • Details of the committee and programmes hosted in website of the institution. 				

Abbreviations:

CAS	-	Career Advancement Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self-Financing
SLET	-	State Level Eligibility Test
SET	-	State Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence

Part - C

Frequently Asked Questions (FAQ) on AQAR

(updated on 15-04-2021)

1. What is IQAC?

Internal Quality Assurance Cell (IQAC) is a cell propagated by NAAC for every accredited institution for quality sustenance initiatives. Institutions may establish IQAC for enhance the quality culture.

2. How to establish IQAC?

To establish IQAC, NAAC has formulated the Internal Quality Assurance Cell guidelines. Kindly visit www.naac.gov.in and click on <http://www.naac.gov.in/info-for-institutions#aqar> and download the guidelines.

3. What is the role of IQAC?

Roles and responsibilities are given in the guidelines document. Please see the IQAC guidelines.

4. What is the AQAR?

Annual Quality Assurance Report – (AQAR) is a yearly report, which should be submitted to NAAC every year by all Accredited Institutions as per the format prescribed by online. Please visit NAAC website: www.naac.gov.in

5. Where can we see the AQAR format?

The latest AQAR format is available at NAAC website, kindly follow the link....
<http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines>

6. Why Institution should submit AQAR?

All the HEI's accredited by NAAC should submit AQAR report to NAAC every year. The AQAR period would be the Academic Year. For example, June 1, 2012 to May 31, 2013. AQAR would be helpful to know the improvements of the institution after the accreditation.

7. What is the use of AQAR?

AQAR is a useful document which gives overall picture of the institutional growth in all the seven criteria's identified by NAAC for the year . It also provides systematic data with respect to various improvements to be taken up by the institution.

8. What will happen if institution does not submit AQAR?

AQAR submission is mandatory for all Accredited Institutions. It is one of the mandatory requirement for subsequent cycle of accreditation. If the institution has not submitted earlier

AQAR, it needs to submit before filling up the IIQA or at least before submission of RAR report to NAAC. **From January 1, 2019 onwards only online AQAR will be accepted.** Institutions are requested to look into NAAC portal. AQAR submission is must for Accredited HEIs. During the Institutional visit the NAAC peer teams will interact with the IQACs to know the progress, functioning as well quality sustenance initiatives undertaken.

9. How to do the Submission of AQAR online at NAAC?

The online AQAR has been designed by NAAC and same is available in the NAAC website in word file. <http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines>

The submission of the AQAR by email has been closed on 31st December 2018 (in old format). The HEI's are requested to submit the AQAR online through application available at NAAC web portal only. The following steps to be followed.

- ☐ If the Institutions has been accredited by NAAC before 2017, Institutions need to register in the NAAC portal by clicking New Registration.
- ☐ Create on HEI Portal by registering in the NAAC web portal, <https://assessmentonline.naac.gov.in/public/index.php/hei>
- ☐ Download the AQAR (word file) and prepare the AQAR data to be submitted online through NAAC portal.
- ☐ Submit AQAR by online by using Institutional Password.
- ☐ The Institutions willing to submit the AQAR in the New format by online are welcome. The AQAR for the year 2017-18 may be submitted through online by NAAC Portal only.
- ☐ Please note that the changes can be done in each Criteria after saving the file. Once final version is submitted to the NAAC you can't change the data.
- ☐ Refer "how to submit AQAR by online"

10. Institution has not submitted any AQAR to NAAC, what needs to be done?

If the institution did not submit AQAR to NAAC, institution needs to submit all previous AQAR online only in new format. The AQAR upto 2019-20 need to be submitted in the previous format of AQAR. Please ref. <http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines>

AQAR format old (Up to academic year 2019- 2020)

IQAC - AQAR Guidelines for	English Version
University	
Autonomous Colleges	

Affiliated/Constituent Colleges



11. Our institution was accredited in 2004..!! 2005..!! etc., we have not submitted single AQAR to NAAC, what should institution do now? We are applying to NAAC.

AQAR needs to be submitted to NAAC Annually. The AQAR period would be the Academic Year. For example, June 1, 2015 to May 31, 2016.

NAAC has revised the Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions. The revised guidelines has come into effect from August,2020 for the Academic session 2020-2021..

The Higher Education institutions which are submitting the Annual Quality Assurance Report (AQAR) from 01-01-2019 onwards need to submit in the revised format only. The Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions is placed below in word file. The AQAR submission in online please visit NAAC website www.naac.gov.in. Only online AQAR is accepted by NAAC.

12. We have submitted our AQAR previously through E-mail, now also we can submit through E-mail?

No. The institutions are advised to submit the AQAR by online only from 01-01-2019.

No email submissions are encouraged after 01-01-2019

13. We are accredited in the year 2004/ 2004/2005 etc., whether AQAR need to be submitted in old format or New format?

New format only. The revised guidelines has come into effect from 1st June 2018. NAAC has revised the Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions. Those institutions who have not submitted the AQAR need to submit in the new format only. Please visit our website link <http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines>

AQAR format old (Up to academic year 2019- 2020)

IQAC - AQAR Guidelines for

English Version

University



Autonomous Colleges	
Affiliated/Constituent Colleges	

14. We have sent the HARD copy of AQAR's but we have not sent the SOFT copy (by email)?

No Hard copy is required to submit. The AQAR submission is online. Kindly visit the link <http://www.naac.gov.in/info-for-institutions#aqar>.

The AQAR needs to be submitted on-line. No hard copy submissions are encouraged.

15. Can we fill all five year data in one AQAR report and send it to NAAC?

NO, there should be separate AQAR submission to NAAC for each year. The institutions are advised to submit online AQAR every year.

16. How should we send AQAR's?

All AQAR should be submitted online only.

17. How will we receive the acknowledgement?

The Online submission of AQAR will have automatic Acknowledgement. If the institutions couldn't get the Acknowledgement, please call on 080-23005258/192.

18. Whether the institution should keep the AQAR copy for reference?

Yes, it is always suggested to save the final copy for institutional future reference. One copy may be kept at Vice Chancellor / Director / Principal / Head of Institution office / room and other copy at IQAC centre and one more copy with NAAC coordinator of the institution.

It is also encouraged to host the AQAR in their institutional website.

19. NAAC has declared grade HEI need to submit AQAR?

Ex. i): If an HEI is accredited on 16 Sept. 2019, the HEI needs to submit the AQAR of 2018-2019 before December 31, 2019. It means, previous Completed Academic Year (2018-2019) AQAR needs to be submitted.

Ex. ii): If an HEI is accredited on 12 March 2020, the HEI needs to submit the AQAR of 2019-2020 before December 31, 2020. It means, the previous Completed Academic Year (2019-2020) AQAR needs to be submitted.

20. What data should be filled whether it is as per academic year or calendar year?

Ans : Academic year should be considered.

21. Should we fill data in the portal also and in the attachment also?

Ans : Yes. If you have more than 10 entries then kindly enter a few data in the data table and other details you can upload using the upload option.

22. In the portal only 10 records are taken but we have huge data for a metric. How should we enter that?

Ans : . If you have more data then kindly enter a few data in the data table and other details you can upload using the upload option.

23. How many AQARs are to be submitted for 1 cycle?

Ans : AQAR need to be submitted for previous four academic years.

24. HEI has received clarification for metrics, HEI does not have any data for metrics but the portal is not saving Zero / NIL / NA in those metrics. How to provide data for these metrics?

Ans: The software is designed to take 0 or NIL, if any difficulty, please raise the issues using support/ helpdesk in HEI portal.

25. Ours is an autonomous college, but in the respective academic year of the AQAR it was an affiliated college, so we should submit AQAR as an affiliated / autonomous college?

Ans: For ex. Academic year 2015-16 the HEI is affiliated, please submit in affiliated AQAR, for Academic year 2017-18 the HEI has been conferred with Autonomous status for AQAR 2017-18. Please submit AQAR in Autonomous college format only.

After completion one year of Autonomous status, the data need to be filling in Autonomous Category.

26. The HEI has submitted AQAR previously through E-mail, now also HEI can submit Through Email?

Ans: No. the HEI need to submit the AQAR online mode only.

27. AQAR reopened after submission. There is no updation required and no need for adding in this case what I should do.

Ans: To help the HEI at least for few data updation in the submitting of AQAR, NAAC re-opens the AQAR for HEI to cross check and updation if any. If HEI does not have any updation, Kindly reply in the response box state that no updation required, which is available in the submission page.

28. Our HEI is first time/first cycle applying to NAAC, IQAR is mandatory.

Ans: Yes, the HEI need to establish the IQAS as per NAAC guidelines. It will facilitate the HEI to internalise the quality cultures, AQAR submission is not required during First cycle. But for Second cycle onwards the AQAR submission is mandatory.

29. Whether NAAC will extend the date of submission for all previous AQAR?

Ans: NAAC will not extend the dates of submission of AQAR every year the AQAR, the AQAR need to be submitted before 31st December. In case of any national emergencies or exigencies then take a decision. Refer to NAAC notification of extension if any in regular situations, HEIs are advised to submit all previous AQAR to NAAC with the usual deadline.

30. The recent notification from NAAC about SSR submission asks for data to be submitted from 1st June 2019 to 31st December 2020 for the academic year 2019-20. Does the same instruction apply for submission of data for AQAR for the academic year 2019-20 and 2020-21 ?

Ans: Yes. The same has been adopted for AQAR also. The data to be submitted from 1st June 2019 to 31st December 2020 for the AQAR Academic year 2019-20 and for 2020-21 data to be submitted from 1st June 2020 to 31st December 2021.

31. What are the mandatory disclosures to put on the HEIs Website?

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

- 1) SSR submitted online, to be uploaded after DVV process only (.pdf format).
- 2) Data templates which are uploaded along with SSR (in password protected mode, if needed).
- 3) Annual Quality Assurance Report (AQAR – During the year)
- 4) Accreditation outcome document viz., Certificate, Grade sheet, etc.











































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

32. What is the format for AQAR Academic year 2020-21?

The NAAC has recently brought out AQAR new guideline in line with different manuals. The AQAR guideline is available in NAAC website.

AQAR format of the revised Manual (with effect from the academic year 2020-21)

IQAC - AQAR Guidelines for	PDF file	Word file	Data Template
-----------------------------------	-----------------	------------------	----------------------

1	Universities			
2	Autonomous Colleges			
3	Affiliated/Constituent UG Colleges			
4	Affiliated/Constituent PG Colleges			
5	Teacher Education Institutions			
6	Health Science Universities			
7	Part-A Health Science Colleges			
8	Part-B Allied Health Sciences			
9	Part-B Ayurveda			
10	Part-B Dental			
11	Part-B Homeopathy			
12	Part-B Medical			
13	Part-B Nursing			
14	Part-B Physiotherapy			

15	Part-B Siddha			
16	Part-B Unani			
17	Part-B Yoga & Naturopathy			

33. The Institution has submitted and uploaded the AQAR of previous years in the NAAC portal. The same has been accepted by NAAC. Some more data for AQAR 2017-18 and 2018-19 need to be add/edit, please allow the Institution to edit the same.

Ans: Once the AQAR has been accepted by NAAC, HEI cannot add or edit the accepted AQAR file.

34. Whether the AQAR undergo the process of Data Validation and Verification.

Ans: No the submitted AQAR does not undergo the process of Data Validation and Verification.

35. HEI would like to inform NAAC that Institution has got the Autonomous Status in the month of November, 2020. Autonomous status in the college has been implemented from the Academic year 2020-21. NAAC accreditation validity as an Affiliated College is up to 15 February, 2020. At this juncture, HEI would like to know that in which AQAR format to be used. (Autonomous or Affiliated College) Kindly clarify?

Ans: The College has conferred with Autonomous Status from the Academic year 2019-2020. The previous year AQAR data be submitted to NAAC as Affiliated College. From the Academic year 2020-21 on wards it is suggested to submit in Autonomous College AQAR format.

For Communication with NAAC

The Director

National Assessment and Accreditation Council (NAAC)

(An Autonomous Institution of the University Grants Commission)

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