HANDBOOK ON QUALITY ASSURANCE FOR NAAC ACCREDITATION

INTERNAL QUALITY ASSURANCE CELL (IQAC), OSMANIA UNIVERSITY

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14.	**Prof. G.B. Reddy** Director, PGRRCDE, OU	Member
15.	**Dr. G. Prasad Rao (Rtd)** Dept. of Physics UCS, OU	Member
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17.	**ShriManne Krishank** Chairman, Telangana State Mineral Development Corporation Hyderabad	Member
18.	**Dr. D. Ramakrishna Devaki** Life Science Pvt. Ltd. CEO, Kamineni, Hyderabad	Member
19.	**Sri Jagath Reddy** General Manager, TS TRANSCO, Vidyut Soudha	Member
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23.	**The I/c. Finance Officer** Osmania University	Member
24.	**Prof. B. Sireesha** Director, Internal Quality Assurance Cell, OU	Member –Secretary

HANDBOOK
ON
Quality Assurance for NAAC Accreditation

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Osmania University

Osmania University is named after its founder, Nawab Osman Ali Khan, the seventh Nizam of Hyderabad who rather through a Farman or Royal Charter, brought the University into existence in 1917. It is the seventh oldest in the Country and third oldest in South India. Though the need for the University for the Hyderabad State was felt, both by the intelligentsia and the people for a long time, the initiative came from a civil servant, Sir Akbar Hydari, who was then the Home Secretary to the State Government. Sir Hydari, in a memorandum to the Education Minister in Early 1917, emphasized the need to establish a University of Hyderabad with 'Urdu' as the medium of instruction "as it is the language of the widest currency in India, official language of the State, and it is a language which is understood by a vast majority of the population of the State." He believed that higher education must have its foundations deep in national consciousness.

The propitious moment, however, came a few months later 26th April 1917 when a Farman was issued for the establishment of the University. The Farman also detailed the 'Mission' and 'Objectives' of the University to be that:

the ancient and modern, the oriental and occidental arts and sciences are synthesized in such a manner that the defects of the present system of education are rectified.

the ancient as well as modern methods of physical, intellectual, and spiritual education are to be fully utilized along with an effort for the propagation of knowledge, the moral improvement of the students is regulated on the one hand, and research work of a high order in all branches of knowledge is conducted on the other. Though the medium of instruction of the University was 'Urdu', an Aryan language, that has direct kinship with other languages of the country, instruction of English, as a language, was made compulsory for each student.

One of the basic ideals of Osmania University is to achieve an intellectual synthesis of oriental and occidental learning of the best that has been thought of and said, both in the East and in the West. Further it aims at a cultural synthesis (as reflected in its architectural variety), the development of a national ethos, and the creation of an academic and social environment in which 'National Integration' is not a nebulous idea but a tangible reality.

Osmania University, established in 1918, is the seventh oldest in India, the third oldest in south India and the first to be established in the erstwhile princely state of Hyderabad. Throughout its existence of over Ten decades, it has shown remarkable progress and sustained an integrated development of all faculties. It has significantly contributed to the academic and economic development of not only the region but also of the Country. Its alumni have distinguished themselves nationally and internationally in various spheres of life and are spread far and wide around the world.

The Vision

The Vision of the University is to generate and disseminate knowledge through a harmonious blend of ancient and modern wisdom, and to serve the society by developing in students heightened intellectual, cultural, ethical, and humane sensitivities; to foster a scientific temper, and to promote professional and technological expertise. Central to this vision is a commitment to regional and national development in consonance with our culture, heritage, and environment.

The Mission

- To achieve excellence in teaching and research.
- To generate, disseminate and preserve knowledge.
- To meet the challenges of a complex, and modern society through informed social outreach.
- To empower through knowledge and information.
- To develop a responsible and productive citizenry.
- To develop, enhance, and improve the quality of human resources.
- To cultivate resolute moral and ethical values.
- To meet contemporary regional and national needs and anticipate future social and economic development.
- To preserve and promote cultural heritage, humanistic and spiritual values.

Accreditations of Osmania University

Osmania University is preparing to get accredited for the fourth cycle of NAAC accreditation. The grading of the earlier three cycles is as follows:

S.No	Cycle	Accreditation	Accredited on
1	**Cycle 1**	Accredited **Five Star Level** (with institutional Score > 75%)	21st May 2001
2	**Cycle 2**	Accredited **'A'** grade with a CGPA of 3.31, on a **four-point scale**	4th February 2008
3	**Cycle 3**	Accredited **'A+'** grade with a CGPA of 3.52 on a **seven-point scale**	12th September 2017 (valid up to 11th September 2024)

Internal Quality Assurance Cell (IQAC)

Introduction: Osmania University is a premier institution of higher education in India, committed to providing quality education and promoting research and innovation. The Internal Quality Assurance Cell (IQAC) of Osmania University plays a crucial role in maintaining and enhancing the quality of education and research in the university.

Vision: The vision of IQAC, Osmania University is to establish itself as a center of excellence in higher education and research, known for its commitment to quality, innovation, and social responsibility.

Mission: To achieve this vision, IQAC will focus on the following mission:

1. **Enhancing the quality of teaching and learning**: IQAC will strive to improve the quality of teaching and learning by adopting innovative pedagogical approaches, promoting interdisciplinary studies, and enhancing student engagement through various academic and extracurricular activities.

2. **Strengthening research and innovation**: IQAC will support and promote research and innovation by providing adequate resources, infrastructure, and facilities, and encouraging faculty and students to undertake cutting-edge research in various disciplines.

3. **Fostering industry-academia collaboration**: IQAC will facilitate collaborations with industries and other stakeholders to promote industry-relevant research and skill development, and to enhance the employability of students.

4. **Promoting social responsibility and community engagement**: IQAC will encourage faculty and students to engage with the community through various outreach programs, community service activities, and socially relevant research projects, with a focus on addressing the societal challenges and contributing to the development of the region.

5. **Ensuring continuous quality improvement**: IQAC will monitor and evaluate the quality of various academic and administrative activities of the university, identify areas for improvement, and develop strategies to address them. IQAC will also strive to obtain accreditation from reputed national and international agencies, to enhance the reputation and credibility of the university.

Strategies: To achieve its mission, IQAC will implement the following strategies:

1. **Developing a comprehensive quality assurance framework**: IQAC will develop a comprehensive quality assurance framework that will cover all aspects of academic and administrative activities of the university, including curriculum design and delivery, assessment and evaluation, research and innovation, infrastructure and facilities, governance, and management.

2. **Strengthening faculty development programs**: IQAC will organize various faculty development programs, workshops, and seminars to enhance the pedagogical and

research skills of faculty members, and to promote their professional growth and development.

3. **Improving infrastructure and facilities**: IQAC will work towards improving the infrastructure and facilities of the university, including classroom and laboratory facilities, library resources, ICT infrastructure, and sports and recreational facilities.

4. **Promoting interdisciplinary studies**: IQAC will promote interdisciplinary studies by encouraging collaboration and exchange of ideas between different departments and disciplines, and by offering interdisciplinary courses and programs.

5. **Enhancing student support services**: IQAC will enhance the student support services by providing academic and career guidance, counseling services, and support for extra-curricular activities.

6. **Strengthening industry-academia collaboration**: IQAC will establish and strengthen collaborations with industries and other stakeholders to promote industry-relevant research, skill development, and employment opportunities for students.

7. **Engaging with the community**: IQAC will encourage faculty and students to engage with the community through various outreach programs, community service activities, and socially relevant research projects.

8. **Encouraging faculty and students to publish in high-impact journals**: IQAC can provide incentives and support to faculty and students who publish in high-impact journals to promote the quality of research output from the university.

9. **Developing a robust alumni network**: IQAC can work towards developing a robust alumni network by organizing alumni events, establishing alumni chapters, and providing career services to alumni. This will help to strengthen the university's brand and reputation, and enhance the employability of students.

10. **Strengthening international collaborations**: IQAC can explore opportunities for international collaborations with universities and research institutions to promote knowledge exchange, joint research projects, and student and faculty exchange programs.

11. **Developing a culture of innovation and entrepreneurship**: IQAC can encourage and support faculty and students to develop innovative ideas and entrepreneurial ventures. This can be done by establishing an incubation center, providing funding and mentorship to startups, and organizing entrepreneurship programs and competitions.

12. **Implementing digital technologies for teaching and learning**: IQAC can leverage digital technologies such as online learning platforms, virtual classrooms, and e-learning resources to enhance the quality and accessibility of education.

13. **Promoting sustainable development**: IQAC can promote sustainable development by integrating sustainability into the curriculum, promoting research on sustainability issues, and implementing sustainable practices in the university's operations.

14. **Ensuring diversity and inclusion**: IQAC can ensure diversity and inclusion by promoting equity and access to education for students from diverse backgrounds, and by fostering a welcoming and inclusive campus culture.

15. **Encouraging interdisciplinary research**: IQAC can encourage interdisciplinary research by promoting collaborations between departments and faculties. This can lead to the development of innovative solutions to complex problems and contribute to the advancement of knowledge.

16. **Strengthening industry partnerships**: IQAC can strengthen its partnerships with industry by establishing formal partnerships, facilitating research collaborations, and providing industry-relevant education and training programs. This can help to enhance the employability of students and contribute to the development of the local and national economy.

17. **Developing a comprehensive student support system**: IQAC can develop a comprehensive student support system that includes academic advising, career services, counseling, and financial aid. This can help to enhance the academic and personal success of students, and contribute to the overall quality of the university.

18. **Implementing quality assurance mechanisms**: IQAC can implement quality assurance mechanisms to ensure that the university's programs and services meet national and international standards. This can include establishing a quality assurance cell, conducting internal audits, and seeking external accreditation.

19. **Promoting community engagement**: IQAC can promote community engagement by encouraging faculty and students to participate in community service programs, outreach initiatives, and social entrepreneurship projects. This can help to develop civic responsibility and contribute to the development of the local community.

Roles and Responsibilities of Internal Quality Assurance Cell (IQAC), Osmania University

1. **Director of IQAC:**

   - **Leadership and Vision:** Provide leadership and set the vision for the IQAC in alignment with the university's goals and objectives.
   - **Policy Development:** Develop and implement quality assurance policies and guidelines for the university.
   - **Strategic Planning:** Develop a strategic plan for quality enhancement in higher education.
   - **Monitoring and Evaluation:** Oversee the monitoring and evaluation of quality assurance processes and practices across the university.
   - **Coordination:** Coordinate with various departments and stakeholders to ensure compliance with quality standards.
   - **Reporting:** Prepare and submit annual reports on the activities and achievements of the IQAC to relevant authorities.
   - **Capacity Building:** Organize workshops, seminars, and training programs to enhance the quality consciousness among faculty and staff.
   - **Budget Management:** Manage the budget allocated for IQAC activities.

2. **Coordinator (IQAC):**

   - **Implementation:** Implement the quality assurance policies and guidelines set by the Director.
   - **Data Collection:** Collect and compile data related to academic, administrative, and support services for assessment and improvement purposes.
   - **Self-Assessment:** Facilitate the self-assessment process in various departments and units of the university.
   - **Quality Audits:** Coordinate and conduct internal quality audits to assess the effectiveness of quality assurance measures.
   - **Documentation:** Maintain records and documentation of quality assurance activities and outcomes.
   - **Communication:** Liaise with department heads and faculty members to communicate quality standards and best practices.
   - **Feedback Mechanism:** Establish feedback mechanisms to gather input from students, faculty, and staff for continuous improvement.
   - **Assist in Reporting:** Assist the Director in preparing reports and presentations for internal and external stakeholders.

3. **Data Entry Operator:**

- **Data Entry:** Accurately enter and update data related to academic performance, student feedback, and other relevant information into the IQAC database.
- **Data Verification:** Ensure the accuracy and completeness of data entered and cross-check data for errors.
- **Data Security:** Maintain data security and confidentiality protocols to protect sensitive information.
- **Reporting:** Generate reports and summaries from the data as requested by the IQAC team.
- **Data Backup:** Regularly backup data to prevent data loss.
- **Data Analysis Support:** Provide support to the IQAC team in data analysis for assessment and quality improvement purposes.

4. **Programmer (IQAC):**

- **Software Development:** Develop and maintain software applications and databases to support quality assurance activities.
- **Data Integration:** Integrate data from various sources into the IQAC system for comprehensive analysis.
- **Automation:** Automate data collection and reporting processes to streamline IQAC operations.
- **Technical Support:** Provide technical support to users of IQAC software and systems.
- **Security:** Implement security measures to protect sensitive data within the IQAC system.
- **Customization:** Customize software solutions to meet the specific needs and requirements of the IQAC.
- **Stay Updated:** Stay informed about emerging technologies and tools relevant to quality assurance in higher education.
- **Collaboration:** Collaborate with other IT and data management teams within the University for Seamless Data Flow.

Achievements of IQAC, Osmania University for the last five years

I)   "NAAC Awareness Program" was organized on 16th May 2019 at PGRRCDE Auditorium for the Colleges affiliated under Osmania University

II)   One day Workshop was organized on "Quality Enhancement Practices in Government Degree Colleges" on 20th September, 2021 at PGRRCDE Auditorium.

III)   The Annual Quality Assurance Reports (AQAR) for the academic years 2018-19 and 2019-20 underwent thorough revisions and were resubmitted in July 2023. Additionally, AQARs for the subsequent academic years 2020-21 and 2021-22 were also compiled and submitted during the same period.

IV)   The Institutional Quality Assurance Cell (IQAC) meticulously prepared a comprehensive list of policies aimed at enhancing various facets of university operations. These policies include:

i) Space Technology Policy (2022)
ii) E-Waste Management Policy (2022)
iii) Green Policy (2022)
iv) Information Technology Policy (2023)
v) Research and Development Policy (2023)
vi) Consultancy Policy (2023)
vii) Infrastructure Policy (2023)
viii) Intellectual Property Rights (IPR) Policy (2023) and
ix) Waste Management Policy (2023).

V)   The Quality Monitoring Cells (QMC) in campus colleges were fortified to ensure rigorous quality oversight. Five QMC meetings were convened to expedite data acquisition from various departments and research centres. Furthermore, Criteria-wise coordinators were appointed for NAAC, and meetings were held to meticulously scrutinize the compiled AQARs before their submission. Additionally, two NAAC sensitization programs were conducted for the teaching staff.

VI)   A Quality Advisory Committee (QAC) meeting convened in 17th May 2022, 21st December 2022, 22nd September 2023 facilitated the presentation of IQAC processes and garnered expert advice for further quality enhancement initiatives.

VII)   IQAC initiated the ISO certification process for the University, which involved an inspection of all departments and centres by the assessing body in September 2023. Subsequently, the University was awarded ISO certification for various domains:
(i) Quality in Academics
(ii) Green and Environmental Activities

(iii) Energy-saving Methods

(iv) Academic and Administrative Audit, and

(v) Gender Sensitization Audit.

VIII) To foster holistic student development, IQAC launched eighteen Student Clubs starting from the academic year 2023-24, providing students with opportunities for participation in extra and co-curricular activities.

IX) In adherence to NAAC requirements, the Student Satisfactory Survey was initiated, gathering feedback from students, faculty, parents, and employers for the previous academic year.

X) IQAC conducted a comprehensive Green and Energy Audit of Osmania University in collaboration with the National Service Scheme (NSS), Osmania University, engaging 230 NSS volunteers. Additionally, a Gender Audit for teaching, non-teaching staff, and students was completed, accompanied by the documentation of infrastructural facilities through GPS-enabled photographs.

XI) Department-wise templates were meticulously prepared and distributed to Heads for website up gradation. Furthermore, formats for file management, mentor-mentee lists, and mentor diaries were developed and disseminated to the departments.

XII) The IQAC website underwent a redesign to ensure easy accessibility in alignment with NAAC procedures, and it is poised for imminent launch.

XIII) The groundwork for the preparation of the AQAR for the academic year 2022-23 and the Self-Study Report (SSR) for NAAC accreditation was initiated.

The files and documents maintained by the IQAC

1. **Quality Manuals:**
   - Quality manuals outlining the policies, objectives, and procedures related to quality assurance.
2. **Standard Operating Procedures (SOPs):**
   - SOP documents detailing the standardized processes and workflows for various academic and administrative activities.
3. **Self-Assessment Reports:**
   - Reports generated from the self-assessment exercises conducted within various departments and units.
4. **External Review Reports:**
   - Reports from external review agencies or accreditation bodies, along with corresponding action plans for improvement.
5. **Audit Reports:**
   - Reports from internal and external audits conducted to assess compliance with quality standards.
6. **Meeting Minutes:**
   - Minutes of meetings held by the IQAC, Quality Assurance Committee, and other relevant bodies.
7. **Action Plans:**
   - Plans outlining specific actions to be taken for quality enhancement based on assessment and audit findings.
8. **Training Records:**
   - Records of training sessions, workshops, and seminars related to quality assurance attended by faculty and staff.
9. **Feedback and Surveys:**
   - Records of feedback collected from students, faculty, and staff regarding the quality of academic and administrative services.
10. **Statistical Data and Reports:**
    - Data related to academic performance, enrollment, faculty qualifications, and other relevant statistics.
11. **Environmental Sustainability Records:**
    - Records related to environmental sustainability initiatives and compliance with ISO 14001 standards.
12. **Gender Equality Records:**
    - Records related to gender equality policies, initiatives, and compliance with relevant standards.
13. **Energy Audit Reports:**
    - Reports from energy audits and records of energy-saving measures.
14. **Annual Reports:**

- Annual reports summarizing the activities and achievements of the IQAC and the institution's progress in quality enhancement.

15. **Documentation on ISO Certifications:**
    - Documentation related to ISO certifications, including certificate copies and audit reports.

16. **Correspondence and Communication:**
    - Records of official correspondence and communication related to quality assurance.

17. **Budget and Financial Records:**
    - Budgetary documents and financial records related to IQAC activities.

18. **Legal and Regulatory Compliance Records:**
    - Documents demonstrating compliance with legal and regulatory requirements related to quality assurance.

19. **External Evaluation Reports:**
    - Reports from external evaluators or agencies assessing the quality of education and services.

20. **Continuous Improvement Plans:**
    - Plans outlining strategies for continuous improvement in various aspects of the institution.

21. **Faculty Qualification Records:**
    - Records detailing the qualifications and professional development of faculty members.

22. **Student Performance Data:**
    - Data related to student academic performance, examination results, and graduation rates.

23. **Curriculum and Course Materials:**
    - Documents related to curriculum development, course syllabi, and instructional materials.

24. **Library and Resource Center Records:**
    - Records of library acquisitions, resource center utilization, and availability of study materials.

25. **Research and Publication Records:**
    - Records of research projects, publications, and contributions to academic scholarship.

26. **Accreditation and Recognition Documents:**
    - Copies of accreditation certificates, recognition letters, and related documents.

27. **Conflict Resolution and Grievance Records:**
    - Records of conflict resolution processes, grievances filed, and their resolutions.

28. **Faculty and Staff Evaluations:**
    - Records of faculty and staff performance evaluations and feedback.

29. **Student Satisfaction Surveys:**
    - Results and reports from student satisfaction surveys and related improvement plans.

30. **Community Engagement and Outreach Records:**

- Documentation of the university's involvement in community service and outreach programs.

31. **Memoranda of Understanding (MoUs):**
    - Copies of MoUs and agreements with other institutions and organizations.

32. **ICT Infrastructure Records:**
    - Records related to the information and communication technology (ICT) infrastructure and its maintenance.

33. **Health and Safety Records:**
    - Documentation of safety measures, emergency response plans, and safety inspection reports.

34. **Human Resource Management Records:**
    - Records related to HR policies, recruitment, and staff development programs.

35. **Alumni Engagement Records:**
    - Documentation of alumni engagement activities and networks.

36. **Strategic Planning Documents:**
    - Documents related to the university's strategic plans and objectives.

37. **Publications and Promotional Materials:**
    - Copies of brochures, reports, and promotional materials highlighting quality initiatives.

38. **Vendor and Supplier Contracts:**
    - Contracts with vendors and suppliers for services and supplies related to quality assurance.

39. **Risk Management and Disaster Recovery Plans:**
    - Documentation of risk assessments and plans for disaster recovery and continuity.

40. **Data Privacy and Security Records:**
    - Records related to data privacy policies and security measures.

41. **Ethics and Research Integrity Documents:**
    - Records related to ethics committees, research approvals, and adherence to ethical guidelines.

42. **Annual Academic Calendars:**
    - Records of academic calendars, including schedules of classes, exams, and holidays.

43. **International Collaboration Agreements:**
    - Agreements and records of collaborations with international institutions and universities.

44. **Student Admission and Enrollment Records:**
    - Records of student admissions, enrollment statistics, and demographic data.

45. **Strategic Partnerships and Alliances:**
    - Documents related to strategic partnerships, alliances, and joint initiatives with other entities.

46. **Professional Development Records:**

- Records of faculty and staff participation in workshops, seminars, and professional development programs.
47. **Technology Infrastructure Maintenance:**
    - Records of maintenance and service agreements for technology infrastructure.
48. **Marketing and Branding Materials:**
    - Marketing collateral and branding guidelines to promote the university's image and quality.
49. **Financial Aid and Scholarship Records:**
    - Records of financial aid programs, scholarships, and disbursements.
50. **Assessment and Evaluation Reports:**
    - Reports on the assessment and evaluation of various academic and administrative processes.
51. **Alumni Feedback and Engagement Records:**
    - Feedback from alumni regarding their experiences and engagement with the university.
52. **Intellectual Property and Patents:**
    - Records of intellectual property rights, patents, and inventions associated with the institution.
53. **Continuing Education and Lifelong Learning Records:**
    - Records of programs and courses offered for continuing education and lifelong learning.
54. **Strategic Research Plans:**
    - Documentation of strategic plans for research and innovation.
55. **International Student Records:**
    - Records of international students, including visas, admissions, and support services.
56. **Compliance Records with Regulatory Authorities:**
    - Records demonstrating compliance with governmental and regulatory agencies.
57. **Annual Budget and Financial Reports:**
    - Annual budgetary documents and financial reports related to IQAC activities.
58. **Digital Learning and E-Learning Records:**
    - Records related to digital learning platforms, e-learning materials, and online courses.
59. **Health and Wellness Programs:**
    - Records of health and wellness initiatives, counseling services, and wellness activities.
60. **Diversity and Inclusion Initiatives:** Documentation of initiatives promoting diversity and inclusion within the institution.

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.

➢ QlM 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.

➢ The revised AQAR format will be implemented from the academic year 2020- 2021. Format of AQAR for earlier years is also available on NAAC website.

➢ 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 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.

The Annual Quality Assurance Report (AQAR) of the IQAC
(For 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, 2017 to May 31, 2018)*

Part – A

1.   **Data of the Institution**

2.   **Institutional Preparedness for NEP 2020**

(Description in maximum 500 words)

1.   **Multidisciplinary / interdisciplinary:**

a)   Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution.
b)   Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.
c)   Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain
d)   What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.
e)   What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges?
f)   Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

2.   **Academic bank of credits (ABC):**

a)   Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020.
b)   Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details.
c)   Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.
d)   How faculties are encouraged to design their own curricular and pedagogical approaches within

the approved framework, including textbook, reading material selections, assignments, and assessments etc.

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

3. Skill development:

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

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

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

d) Enlist the institution's efforts to:

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

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

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

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

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

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

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

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

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

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

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

i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)
ii. Indian ancient traditional knowledge

iii. Indian Arts

iv. Indian Culture and traditions.

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

5. Focus on Outcome based education (OBE):

i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?
ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.
iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.

6. Distance education/online education:

a) Delineate the possibilities of offering vocational courses through ODL mode in the institution.
b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning.
c) Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.

Format for Presentation of Best Practices

(While submitting the Best Practices Institution should submit the practices in this format only)

1. **Title of the Practice**

   This title should capture the keywords that describe the practice.

2. **Objectives of the Practice**

   What are the objectives/intended out comes of this "best practice" and what are the underlying principles or concepts of this practice?(in about20words)

3. **The Context**

   What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice? (inabout30 words)

4. **The Practice**

   Describe the best practice and its uniqueness in the context of India higher education. What were the constraints/limitations, if any, faced ? (in about50words)

5. **Evidence of Success**

   Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe inabout40words.

6. **Problems Encountered and Resources Required**
   Please identify the problems encountered and resources required to implement the practice (in about 30words).

7. **Notes (Optional)**

   Please add any other information that may be relevant for adopting/implementing the Best

   Practice in other institutions (in about 30 words)

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

Major Reforms in Accreditation of Higher Education Institutions

<u>Press Release Dt. 27 January 2024</u>

The Indian higher education system is transforming rapidly through the implementation of National Education Policy (NEP 2020). A target of 50% GER in higher education by 2037 is set, along with enhancing the quality of education which is of paramount importance to the nation.

The top Indian institutions are expected to compete with the best in the world. Achieving higher levels of quality is dependent upon processes such as the teaching-learning, research & Innovation, motivated teachers, enhancing employability skills, equity and societal integration, academic ambiance, commitment to sustainability rather than mere infrastructure and inputs.

Accreditation and Ranking is an integral part of the transformation of higher education in India. In major development, the Ministry of Education, Government of India constituted an overarching committee with Dr. K. Radhakrishnan, Former Chairman of ISRO and Chairperson, Standing Committee of IIT Council as Chairman in November 2022 to propose transformative reforms for strengthening Assessment and Accreditation of higher education institutions in India.

The preliminary report of the committee was placed on the Government of India website for public consultation. The final report, incorporating several feedback received from stakeholders, was presented to the Hon'ble Minister of Education, Government of India *Shri. Dharmendra Pradhan* on 16th January 2024 which has been accepted by the Minister.

A set of transformative reforms have been proposed to strengthen the periodic approval, assessment & accreditation, and ranking of 'All HEIs' of India. These reforms have been proposed with a strategic intent to be consistent with the Vision of NEP 2020, adopt a simple, trust-based, credible, objective and rationalized system for approval, accreditation and ranking of HEIs, with a technology-driven modern system that could replace or minimize manual involvement to make the accreditation process to be transparent and integrate the inputs of the stakeholders. The recommendation also focuses on mentoring and incentivizing schemes for raising their participation as well as accreditation levels, towards eminence, significance and global acclaim.

The following are the salient features of the recommendations:

Binary Accreditation (Either accredited or not accredited) rather than grades with an aim to encourage all the institutions to get on-boarded in the accreditation process thereby creating a quality culture in the higher education system. The binary accreditation is also in line with the best practices followed from many leading countries in the world.

Maturity-Based Graded Accreditation (Level 1 to 5) to encourage accredited Institutions to raise their bar, continuously improve, evolve in-depth or in-breadth in disciplines from 'Level 1' to 'Level 4' as Institutions of National Excellence, and then to 'Level-5' i.e. Institutions of Global Excellence for Multi-Disciplinary Research and Education. The leveled accreditation shall enable Indian institutions to significantly improve their quality and position themselves among global top institutions.

The metrics for both Binary and Maturity-Based Graded Accreditation shall focus on Processes, Outcomes and Impact across different attributes of HEIs (instead of mere input-centric). The new process shall consider the heterogeneity of HEIs in the country, categorize them based on their orientation/vision and heritage/legacy, and then seek information from the HEIs that are appropriate for their category rather than a one-size-fits-all model. There will be a special focus on rural and remote location institutions through mentoring and handholding.

One Nation One Data Platform has been proposed as part of the reform to ensure integrity and transparency in handing institutional data. The new platform shall capture superset of data from HEIs for the varied purposes (of approval, accreditation, ranking) with an in-built design for collateral cross-checking to check authenticity of data. In addition, to improve the validity and reliability of the data "Stakeholder validation" has been proposed to effectively integrate stakeholders as part of the accreditation and ranking process.

The system shall be based on Trust and Data Driven with minimal visits to an institution for verification; however, carrying heavy penalties on giving wrong submissions. In addition, there will be provision for customized ranking based on stakeholders such as industry, funding agencies, students etc.

The Executive Committee of NAAC (National Assessment and Accreditation Council) in its 104th meeting held on 27 Jan 2024 decided the following.

The recommended reforms shall be implemented in two stages. In the first stage, the Binary accreditation will be implemented in the next four months and no new applications will be accepted as per the present methodology thereafter. Institutions that have already applied and are applying in the next four months shall have the option to either go by the present process or by the new methodology of binary accreditation. The Maturity based Graded levels will be implemented by December 2024.

The methodologies and formats are being redesigned based on recommendations of Dr. Radhakrishnan committee report and the same shall also be reflected in the data collection and validation process using One Nation One Data Platform making the system friendly, easy and smooth.

By implementing all the recommendations comprehensively before the end of 2024, the Indian higher

education system will be making a transformation, enhancing the quality and credibility of Indian institutions and thereby contributing to the socio-economic leadership of India as part of ***Amrit Kaal*** vision of Honourable Prime Minister *Shri Narendra Modi*.

Standard Operating Procedure (SOP) For Data Validation and Verification of General Universities updated as on 01-01-2021

A: General Guidelines for HEIs:

Note: Relevant original documents signed by the concerned authorities, and/or members of the committee should be scanned and uploaded. Insertion of signature(s) and insertion of the header of the Institutional letterhead in the documents for proof of evidence shall not be acceptable.

- The NAAC HEI Portal supports only 5MB data for each metric. If the attachments exceed 5MB, the HEI should host the supporting documents on the HEI's website and provide the link of the same in the template and/or in the HEI-DVV clarification response.
- Data/supporting documents should not be provided on Google Drive, Microsoft one drive, Amazon Cloud or any third- party websites. Any such uploads will not be considered for the data validation and verification process.
- While providing the links of the HEI's website where the supporting documents are hosted, the institution should provide the link in the HEI's clarification box. While providing the links in the running text, to enable the hyperlink, press "Enter Key", then paste the link, and again press, "Enter Key". Provide the relevant supporting documents as per the SOP during the SSR submission to facilitate speedy DVV clarification process.
- It is mandatory to fill the templates in the specific formats provided by NAAC. The HEI is not supposed to alter the template format in which the data is sought. The documents uploaded should be clearly readable for the claims made.

- It is mandatory to respond to all clarifications raised by the DVV for the items in the extended profile and metrics, within the stipulated time.

- Whenever the data is voluminous, the DVV Partner will seek for details from selected sample documents for validation. Before submitting the clarification responses to the DVV, the institution should report to NAAC.
- HEI should ascertain that all documents sought by the DVV Partner are uploaded before submitting the clarification responses.
- Once the data is uploaded and the links are submitted to the NAAC, changes/ additions are not permissible and such changes in the documents (if any) will be tracked and viewed seriously, which may lead to actions against the HEI. While providing links, the institution should ensure that links are operational.
- The institution should give the links as appropriate to the metric and not general links whose landing page is the HEI's home page. In case the links do not work during the DVV validation/clarification stage, the decision of NAAC will be final.
- Content of the supporting documents in regional languages should be translated to English and should be duly signed by the Head of the Institution. The translated copy should be uploaded along with the original regional language document.
- All supporting documents submitted along with the SSR and additional documents submitted during the DVV clarification process should be duly endorsed by the competent authority.
- Note: Relevant original documents signed by the concerned authorities, and/or members of the committee should be scanned and uploaded. Insertion of signature(s) and insertion of the header of the Institutional letterhead in the documents for proof of evidence shall not be acceptable.

B: Guidelines for specific operations:

Geo-tagging: Kindly follow the following steps to obtain a Geo-tagged photo:

(1) While setting your digital camera, set the location on.

(2) If you are taking photos using a smart phone, then set the location on.

(3) Take pictures only after setting the 'location on' mode.

(4) Download the pictures on to a computer system and examine the properties. In properties, click on the details tab, scroll down to see GPS.

- It is possible that both, the **Extended Profile** and some **Quantitative Metrics (QnM)** seek responses that require similar data/documents. In such cases, it is adequate to present data/documents in the Extended Profile. That is, if the data/documents sought are given in response to the Extended Profile they need not be repeated under those specific **Quantitative Metrics (QnM) of the SSR**.

- Whenever both Extended Profile and some Quantitative Metrics (QnM) seek similar responses, make sure that data/documents are provided for those Quantitative Metrics (QnM) which match with the corresponding data/documents given in the Extended Profile.

- Any other clarifications may be sought from the NAAC, by the HEIs

- **Programme:** A range of learning experiences offered to students in a formal manner over a period not less than one year leading to UG Degree / PG Degree / PG Diploma / M. Phil / Ph.D., Programmes All possible formal Degree Programmes are defined/identified by the UGC. Examples: BA (Economics, History, Sociology), B.Sc., (Physics, Chemistry, Mathematics), B.Sc., (Hons Chemistry),BE/B.Tech (Computer Science and Engineering), B.Arch, MSc (Mathematics), M.Com, M.A(English), ME/M.Tech (Textile Technology), PG Diploma(Library Science), M.Phil (Statistics), Ph.D (Chemistry), Ph.D (Electrical Engineering), Ph.D., (Philosophy), and so on. etc.

- **Course:** A course is a paper/subject with specified number of credits/hours in a formal program. Examples: Organic Chemistry, Real Analysis, Solid State Physics, Indian History, Macro Economics, English, Hindi, Marathi, Telugu etc are courses under BSc/BA/B.Com Programs. A laboratory course having separate credits and examined separately is to be considered as a course.

- **Gender Equity:** Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities.

Metric-wise Standard Operating Procedure (SOP)

Sl. No.	Metric	Documents Needed	Specific instruction to HEI	Avoid the following while uploading data
1.	1.1.2 Percentage of Programmes where the syllabus revision was carried out during the last five years	• List of programs where syllabus revision has been carried out during the last five years as certified by the Registrar, to be provided. • Approved Minutes of the relevant Academic Council/BOS meetings highlighting the specific agenda item relevant to the metric, to be provided year-wise.	• If the number of courses in which the content is revised in a given programme to the extent of 20 % or more, it should be considered as "change in syllabus" • If the syllabus is changed more than once in a program during the five-year period, then it should be counted as one change.	• Renaming/minor changes in the course content not to be included/ considered
2.	1.1.3 *Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the University*	• Syllabus copies of the courses highlighting the focus on employability/ entrepreneurship/ skill development along with their course outcomes to be provided. • Provide mapping of the courses to employability / entrepreneurship / skill development.	• Refer the Glossary in the manual to understand the terminologies: COURSE, PROGRAM • Refer Manual available at NAAC website	• The courses which are not directly leading to employability/ entrepreneurship / skill development cannot be considered.
3.	1.2.1 Percentage of new courses introduced out of the total number of courses across all programs offered during the last five years	• List of new courses introduced program-wise during the last five year period as certified by the Registrar. • Minutes of the relevant Academic Council/BOS meetings highlighting the name of the new courses introduced	• Refer the Glossary in the manual to understand the terminologies: COURSE, PROGRAM	
4.	1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS)/Elective Course System (ECS) has been implemented (Data to be provided only for the latest completed academic year)	• List of programs in which CBCS/ECS was implemented in the last completed academic year as certified by the Registrar. • Minutes of the Academic Council/BOS meetings highlighting the relevant documents to this metric to be provided. • University letter endorsing the implementation of CBCS. • Structure of the program clearly indicating the courses, credits/Electives as approved by the competent board to be provided.	• Either CBCS or ECS elective or both can be considered • If CBCS, course structure along with credit details to be given. • If elective, list of electives offered for the program to be given • If both are adopted, CBCS details alone is sufficient.	

5.	1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years	• List of value added courses which are optional and offered outside the curriculum of the programs as endorsed by the appropriate authority. • Brochure and Course content or syllabus along with course outcome of Value added courses offered.	• Courses of varying durations (at least 30 contact hours), that are optional, and offered outside the curriculum that adds value to the holistic development of the students.	• Online courses opted by students which are not offered by the institutions are not to be considered
6.	1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 as above	• List of enrolled students in such courses year-wise	• The DVV partner may ask for certificates of randomly selected students enrolled in such courses and also attendance sheets of selected courses to be provided.	
7.	1.3.4 Percentage of students undertaking field projects / research projects / internships (Data to be provided only for the latest completed academic year)	• List of students undertaking the field projects/ research projects / internship program-wise during the last completed academic year along with the details of title, place of work etc., to be provided. • Completion certificate from the organization where the internship / research project was completed along with the duration of the same is to be provided. • Report of the field visit / sample photographs of the field visit / permission letter from the competent authority only will be considered	• Only latest completed Academic Year data to be considered • One student involved in multiple field works and/or research projects and/or internship should be counted as one. • Internship / research project completion certificate given to the students by the host organisation will be asked during the DVV process with specific list of students. • In case of field visit, mentioning objectives and outcomes of field visit along with the field visit report is necessary for consideration.	• Mere list of students cannot be considered without relevant supporting documents
8.	1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni Options: 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	• Filled in sample feedback forms from the stakeholders are to be provided.	• The feedback concerned with curriculum development only can be considered. • Only filled –in feedback report will be considered. • In case of selecting A, B, C or D provide three filled forms from each category. • The DVV partner may ask for filled in forms of randomly selected stakeholders.	• Feedback not related to the design and review of syllabus will not be considered.

9.	1.4.2 Feedback processes of the institution may be classified as follows: A. Feedback collected, analysed, action taken and feedback hosted on website B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected	• Stakeholder feedback analysis report signed by the competent authority is to be provided. • Department-wise Action taken Report on the feedback, as signed by the competent authority is to be provided.	• Feedback reports should be hosted on the institutional website. • Provide links which directly lead to the feedback reports on the items as per the chosen option.	• Feedback not related to the design and review of syllabus will not be considered
10.	2.1.1 Demand Ratio (Average of last five years)	• List containing the number of applications received for each of the programs as endorsed by competent authority. • Document relating to sanction of intake as approved by competent authority	• Sanctioned admission strength in each program vs number of applications received for each program. • During the DVV process, verification of the data for any selected program may be sought. • Documents relating to sanction of intake from the concerned regulatory body (if applicable).	
11.	2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)	• Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable) • Final admission list indicating the category as published by the HEI and endorsed by the competent authority • Admission extract submitted to the state OBC, SC and ST cell every year. • Number of seats year marked for the reserved categories	• Include only those reserved categories as specified by the State/ Central Government orders for admission. • Only those seats filled against the quota should be counted here.	• Candidates belonging to the reserved categories who are admitted against General Merit category should be excluded.
12.	2.2.2 Student - Full time teacher ratio (Data to be provided only for the latest completed academic year)	• Certified list of full time teachers along with the departmental affiliation in the latest completed academic year. • List showing the number of students in each of the programs for the latest completed academic year.	• A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full- time teacher over a complete academic year is classified as a full-time teacher.	• Part-time / Ad-hoc / visiting faculty not be included/considered

13.	2.3.3 Ratio of students to mentor for academic and other related issues (Data to be provided only for the latest completed academic year)	• Copy of circular pertaining the details of mentor and their allotted mentees. • Approved Mentor list as announced by the HEI • In addition, issues raised and resolved in the mentor system has to be attached mentor-wise	• Only full-time teachers can be considered as mentors.	• Mere list of names of mentors and mentees will not suffice for this metric.
14.	2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	• Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts). • List of full-time teachers appointed along with their departmental affiliation.	• Appointment letter of selected teachers will be sought during the DVV clarification. • All full-time teachers with at least 90% prescribed workload should be counted as full-time teachers	• Mere appointment letters provided in regional language cannot be considered
15.	2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the last five years	• List of faculty having Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit along with particulars of the degree awarding university, subject and the year of award. • Degrees awarded by UGC recognized universities only to be considered.	• Mention number of full- time teachers with Ph.D./D.M/ M.Ch./D.N.B Superspeciality/D.Sc./ D'Lit year-wise irrespective of the year of the award. • Ph.D./D.M/M.Ch./D.N.B Superspeciality/ D.Sc./D'Lit certificates of selected faculty will be sought during DVV clarification. • List of certificate should be provided as per academic year.	• Honorary Doctorate Degrees are not to be included/ considered
16.	2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)	• List of faculty along with particulars of the date of Appointment in the HEI and years of experience only in the same institution. (for details of full time teachers - Refer glossary).	• Experience certificate/ appointment order of selected faculty will be sought during DVV clarification.	• Previous Work experience of the teacher in other institutions will not be considered here.
17.	2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years	• e-Copies of award letters (scanned or soft copy)of achievements	• Only State, National and International level fr om Government/Govt. recognised bodies will be considered. • The date of award should fall within the last five years period. • One Full-time teacher to be counted once during the assessment period irrespective of the number of awards or recognition secured.	• Awards that are local in nature cannot be considered. (For Ex: Avoid awards from urban local bodies/Panchayat etc.) • Intra and inter university / institution will not be considered. • Participation / presentation certificates – during paper

				presentation etc., are not considered.
18.	2.5.1 Average number of days from the date of last semester-end/ year-end examination till the declaration of results during the last five years	• Reports from the Controller of Examination (COE) mentioning the name of the program, end date of the examination and date of announcement of the results along with the number of days elapsed in between, for all the programs for each year during the last five years.	• Documentary evidence of academic sessions / academic year planner as endorsed by competent authority • In case of semester system, take the average of days of two semesters in a year.	
19.	2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years	• Minutes of the grievance cell / relevant body • List the number of students who have applied for revaluation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	• One student to be counted only once in a year irrespective of the number of papers/courses for which he/she has applied.	
20.	2.5.4. Status of automation of Examination division along with approved Examination Manual *A.* 100% automation of entire division & implementation of Examination Management System (EMS) *B.* Only student registration, Hall ticket issue & Result Processing *C.* Only student registration and result processing *D.* Only result processing E. Only manual methodology	• The report on the present status of automation of examination division including screenshots of various modules of the software. • Copies of the purchase order and bills/AMC of the software. • If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	• The screenshot should reflect the HEI name and the name of the module. • Bills/AMC should be in the name of the HEI.	• Bills/AMC/Software etc in the name of the Trust/Society not to be considered.

21.	2.6.3 Pass percentage of students (Data for the latest completed academic year)	• Annual report of COE highlighting the pass percentage of students • Certified report from the Controller of Examinations indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year- wise	• Only current final year (latest completed final academic year) students data of all programs to be considered.	• Results pertaining to the students other than the final year are not to be submitted.
22.	3.1.2 The institution provides seed money to its teachers for research (average per year INR in Lakhs)	• List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise. • Sanction letters of seed money to the teachers is mandatory. • Audited Income-Expenditure statement highlighting the relevant expenditure endorsed by the Finance Officer indicating the seed money provided and utilized.	• In case of large data, the DVV will ask for valid documents for specific enlisted teachers • Only formal research project seed money will be considered.	• Grants for other than research projects are not to be considered • Sponsorship to conferences / seminars etc are not to be considered. • Grants received from outside agencies for research are not to be included.
23.	3.1.3 Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years	• E-copies of the award letters of the teachers. • List of teachers who have received the awards along with the nature of award, the awarding agency etc.	• Documents for all awards are compulsory	• Awards without any financial support are not to be included (E.g: Best Teacher Award, Certificate of Appreciation).
24.	3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years	• List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided. • E copies of fellowship award letters are mandatory		• Research fellowships to the teachers/students/re search assistants etc given by the HEI will not be considered.

25.	3.1.5 Institution has the following facilities to support research *1.* Central Instrumentation Centre *2.* Animal House/Green House *3.* Museum *4.* Media laboratory/Studios *5.* Business Lab *6.* Research/Statistic al Databases *7.* Mootcourt *8.* Theatre *9.* Art Gallery Options: A. 4 or more of the above B. 3 of the above C. 2 of the above D. 1 of the above E. None of the above	• Videos and geo-tagged photographs of each of the facilities available in the HEI. • Details of the structures of each of the facilities available in the HEI. • Copy of the subscription letter for database is essential for Option 6 (Research/Statistical Databases).		• Mere claiming of facility without sufficient supporting documents will not be considered.
26.	3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)	• E copies of recognition of departments /grant award letters from central / state government agencies and other recognitions by national and international agencies	• This is a current year metrics. Hence the running grant should be valid for the latest completed academic year • This metric refers to the recognition of the departments and not individuals.	• Grants given by their own trust / sister institutions are not to be included. • Projects sanctioned to individual researchers / teachers etc., are not to be included.
27.	3.2.1 Extramural funding for Research (Grants sponsored by the non-govern-ment sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs)	• List of Extramural funding received for research, endowments, Chairs received during the last five years along with the nature of award, the awarding agency and the amount. • E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	• Sanction letter of grants by the funding agency is mandatory to support the claim, and the source of funding should be from non-government organizations. • The duration of the grant period should align with the last five years period.	• Grants given by their own trust / sister institutions are not to be included. • Grants in the form of Equipments / software / skill development centres will not be considered. •
28.	3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs)	• List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc. • E-copies of the grant award letters for research projects sponsored by government agencies. .	• Sanction letter of grants by the funding agency is mandatory to support the claim. • The duration of the grant period should align with the last five years.	• Grants in the form of Equipments / software / skill development centres will not be considered

29.	3.2.3 Number of research projects per teacher funded by government and non- government agencies during the last five years.	• Details of research projects and funding details to be provided as per the data template • Copy of the letter indicating the sanction of research project and the name of the faculty funded by govt. /non-govt agencies.	• This metric is about the number of projects, hence the number of projects in 3.2.1 and 3.2.2 put together should match with that given here (in 3.2.3)	• Non-government agency does not include own institution / trust / sister institutions
30.	3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years	• Detailed report for each program. • Brochure/Geo-tagged Photograph with date and captions; title of the workshops / seminars conducted. • Details of resource persons.	• Only activities with a bearing on Research methodology, Intellectual Property Rights (IPR), entrepreneurship and skill development are to be considered here.	
31.	3.3.3 Number of awards / recognitions received for research/innovations by the institution/teachers/r e search scholars/students during the last five years	• e- Copies of award letters issued by the awarding agency.	• Awards for research/innovation received by the institution/teachers/res earch scholars/students to be considered here. • The claims without certificate or award letter will not be considered	• Participation / presentation certificates in workshops / conferences etc., are not to be included. • Awards claimed in 2.4.4 not to be claimed here. • Patents not to be included here.
32.	3.4.1 The institution ensures implementation of its stated Code of Ethics for research 3.4.1. 1The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical, bio- ethics etc) 3. Plagiarism check 4. Reseach Advisory Committee Options: A. All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. None of the above	• Copy of the syllabus of the research methodology course work to indicate if research ethics is included. • Constitution of the ethics committee and its proceedings as approved by the appropriate body. • Constitution of research advisory committee and its proceedings as approved by the appropriate body. • Bills of purchase of licensed plagiarism check software in the name of the HEI.	• Provide web link on the institutional website which should lead to the landing page where Code of Ethics for research is hosted. • Report of research content checked through licensed plagiarism check software.	• If the link leads only to the home page, the claim will not be considered.

33.	3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website Options: A. All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. None of the above	• List of beneficiaries among faculty along with their contact details,nature of incentives received by each. • Policy document detailing scheme of incentives as approved by the appropriate body. • E-copies of the letters of incentives, certificate of honors granted by the university to the beneficiary.	• Ranges from Study leave to monetary and promotional benefits • If the data is large, details of incentives given to selected faculty will be asked during the DVV clarification process	
34.	3.4.3 Number of Patents published/awarded during the last five years	• e-copies of the letters of awards or patents and the current status	• Only awarded / published patents to be considered. • Patent awarded / published during the last five year assessment period only to be considered. • Patents awarded should be supported with a letter of award and the unique patent number which can be cross-verified. • Patents awarded / published in the name of faculty working in the University during the assessment period only to be considered.	• Mere submission of application for the patent will not be considered.
35.	3.4.4 Number of Ph.D's awarded per teacher during the last five years 3.4.4.1 : How many Ph.D's are awarded within last 5 years 3.4.4.2 : Number of teachers recognized as guides during the last five years	• PhD Award letters to PhD students. • Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide. • Co-guides are also considered • Ph.D s awarded by other university/institutions are also considered	• Ph.D's awarded (not-ongoing) under every eligible research guide working as faculty in the institution should be considered, during the last five year period. • If the data is large, details of guideship letter/award details for selected faculty will be sought during the DVV clarification process	

36.	3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years	• The HEI should provide the link landing to the paper/article. • The HEI should provide the link to the journal website. • The HEI should provide screenshots of research articles clearly showing the title of the article, affiliation, name of the journal, year and authors name if the links and DOI number are not available. • The HEI should indicate in the data template against each paper about the presence of the paper in the UGC CARE list/Scopus/Web of Science/other clearly.	• Publication of the authors with Institution affiliation will be considered for assessment years only.	• Incomplete entries will not be considered. • If details given are not complete with the links/screenshot, the respective publication will not be considered.
37.	3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years	• E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters and conference proceedings • Web-link of research papers by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication	• Books with ISBN number only would be considered • The details of select publications would be sought during the DVV clarification process, if the data is large. • Book's publication year and publisher name should be mentioned	• Publication claimed under 3.4.5 not to be included in this metric.
38.	3.4.7 E-content is developed by teachers: 1. For e-PG-Pathshala *2.* For CEC (Under Graduate) *3.* For SWAYAM *4.* For other MOOCs platform For NPTEL/ NMEICT/any other Government initiative *6.* For institutional LMS	• Give links to upload document of e-content developed showing the authorship. • Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided. • For institution LMS a summary of the e-content developed and the links to the e-content should be provided	• Only the content developed by the teachers of the institution will be considered	• Informal e-content will not be accepted • Open Source e-content should not be included.
39.	3.4.8 Bibliometrics of the publications during the last five years based on average Citation Index in Scopus/ Web of Science/Pub Med		• The data for this metric will be fetched by INFLIBNET directly • The HEI can seek clarification for the data given by INFLIBNET through the portal only.	

40.	3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-Index of the University		• The data for this metric will be fetched by INFLIBNET directly • The HEI can seek clarification for the data given by INFLIBNET through the portal only.	
41.	3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs)	• Audited statements of accounts indicating the revenue generated through consultancy and corporate training. • Letter from the corporate where training was imparted along with the fee paid. • CA certified copy of statement of accounts as attested by head of the institution. • Letter from the beneficiary of the consultancy along with details of the consultancy fee.	• Amount generated through consultancy and corporate training will be considered here.	• Grants received for research projects are not to be included. • Consultancy fee from any sister institution / same trust will not be considered. • The revenue generated by sharing the physical resources / by testing will not to be considered. • Revenue generated by training the students should not be included.
42.	3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years	• e- Copies of award letters issued by the awarding agency. • Any other relevant supporting document.	• Awards received only to the extension activities carried out are to be included.	• Awards claimed in 2.4.4 and 3.1.3 will not be considered here. • Awards that are local in nature will not be considered. • For Ex: Avoid awards from urban local bodies/ Panchayat etc. • Awards by individuals will not to be considered. • Awards from own trust / sister institutions not to be considered.

43.	3.6.3 Number of extension and outreach programs conducted by the institution including those through NSS/NCC/ Red cross/YRC during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organized in collaboration with industry, community and NGOs)	● Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates. ● Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	● Extension activities: The aspect of education, which emphasizes neighbourhood services. These are often integrated with curricula as extended opportunities intended to help, serve reflect and learn. The curriculum- extension interface has educational values, especially in rural India ● Can be supplemented with Newspaper reports of events.	● Events conducted for the benefit of their own students not to be included under outreach programs.
44.	3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years	● Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency. ● Photographs or any supporting document of relevance should have proper captions and dates	● During the DVV clarification process, HEI may be asked for student attendance documents / certificates for selected outreach/ extension activities. ● Data given in this metrics should match with that of 3.6.3	
45.	3.7.1 Number of collaborative activities with other institutions/ research establishment/industr y for research and academic development of faculty and students per year	● Copies of documents indicating the collaboration/related documents indicating the nature of collaboration and activities year-wise ● The HEI should provide the summary of the collaboration indicating start date, end date, nature of collaboration etc. ● List of year wise activities and exchange should be provided	● Collaboration to be valid and within the assessment period. ● The collaboration activities for research and academic development of faculty and students facilitated through the mentioned collaboration only will be considered.	● Activities mentioned under3.6.3, 3.7.2 and 3.7.3 not to be included here. ● Collaborations with the sister institutions under the same Trust are not to be included.
46.	3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years	● List of activities conducted under each MoU along with dates of starting and completion year-wise as endorsed by both parties ● E-copy of the MOUs indicating the objectives of the MOU as endorsed by both the parties.	● The MoU should be functional during the assessment period ● If the MoU is for three years viz 2011-2013, it shall be counted only once. ● At least one activity should have been conducted under an MOU to qualify as a functional MOU.	● MOU's with the sister institutions under the same Trust are not to be included. ● Certificates Issued by external agencies to students/Faculty for research/Faculty exchange/Student exchange/ internship cannot be the proof for having collaboration wi th th

			e external agency.
47.	4.1.4 Average percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in Lakhs)	• Provide the consolidated fund allocation towards infrastructure augmentation facilities duly certified by the Finance Officer and Chartered Accountant in case of Private University / Deemed to be University • Highlight the relevant items in the audited income and expenditure statement.	• Focus of this metric is on infrastructure augmentation only.	• Avoid recurring expenditure on laboratory, on maintenance of infrastructure and acquisition of books and journals under this metric.
48.	4.2.2 Institution has subscription for e-Library resources Library has regular subscription for the following: 1. e – journals 2. e-books 3. e-ShodhSindhu 4. Shodhganga 5. Databases Options: A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above	• E-copy of the letter of subscription /member ship in the name of HEI. • Screenshots of the facilities claimed with the name of HEI. • Specific details in respect of e- resources selected.	• Ensure that the letter of subscription contains the complete details. • Provide a link in the institutional website for the selected option for verification by the DVV.	• Soft copy of printed books cannot be accepted as e-books.
49.	4.2.3 Average annual expenditure for purchase of books/ e- books and subscription to journals/e-journals during the last five years (INR in Lakhs)	• Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer and Chartered Accountant in case of Private University / Deemed to be University • Audited Income/Expenditure Statement highlighting the expenditure for purchase of books and journal library resources. • Proceedings of Library Committee meetings for • Allocation and utilization of funds.		

50.	4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)	• Certified E-copy of the ledger for footfalls for 5 days. • Certified screenshots of the data for the same 5 days for online access.	• During the DVV clarification process, library log-book entries and data for online access for randomly selected five days will be sought.	
51.	4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities .(Data for the latest completed academic year)	• Geo-tagged photographs of class rooms /seminar halls with ICT-enabled facilities	• Number of classrooms and/or seminar halls with ICT-enabled facilities to be considered here.	• Labs and workshops with ICT facility will not be considered.
52.	4.3.3 Student - Computer ratio (Data for the latest completed academic year)	• Number of Computers available for student use only will be considered. • Bills for the purchase of computers. • Highlight the purchase of computers in the stock registers.		• The computers for office and faculty use will not be considered
53.	4.3.4 Available bandwidth of internet connection in the Institution (Leased line) Options: A. ≥1 GBPS B. 500 MBPS - 1 GBPS C. 250 MBPS - 500 MBPS D. 50 MBPS - 250 MBPS E. <50 MBPS	• Bills for any one month / one quarter of the latest completed academic year indicating internet connection plan, speed and bandwidth. • E-copy of the document/agreement with the service provider.		• Snap shot of speed test for Wi-Fi/internet facility will not be considered.

54.	4.3.5 Institution has the following Facilities for e-content development 1. Media centre 2. Audio visual centre 3. Lecture Capturing System (LCS) 4. Mixing equipments and softwares for editing Options: A. All of the above B. 3 of the above C. 2 of the above D. 1 of the above None of the above	• Geo-tagged photographs of Media Centre, Audio Visual Centre etc., • Purchase Bill / stock register entry for lecture capturing system, composing equipment, software for editing. • Audited income and expenditure statement highlighting the relevant expenditure.	• List of e-content developed by the HEI. • For large data, DVV will seek a sample link to the e- content from the list provided by the HEI.	
55.	4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years	• Provide audited income and expenditure statement highlighting the items of expenditure incurred on maintenance o f physical facilities and academic support facilities duly certified by the Finance Officer. • Consolidated list of expenditure under this head for five years as endorsed by the Finance Officer and Chartered Accountant in case of Private University / Deemed to be University.	• Focus of this metric is only on the maintenance of physical and academic support facilities.	• Mere statement of last five years data on the metric without audited statement will not be considered.
56.	5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non- government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories)	• Upload policy document of HEI for award of scholarship and free ship. • Year-wise list of students benefited, along with the name of the contributing agency / scheme. • Consolidated document of scholarships / freeships and number of beneficiaries in each year. • Upload sanction letter of scholarship / freeships for each of the schemes. • Audited income and expenditure statement of the HEI highlighting the relevant head.	• Consider scholarships and freeships sanctioned by the institution and Government and Non-Government agencies. • For large data, the DVV will seek documents for randomly selected students in specific schemes, during the DVV clarification	

57.	5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years	• Copy of circular/brochure of such programs along with the details of the resource persons. • Year-wise list of students attending each of these schemes as endorsed by the competent authority. • Report of the programme and photograph with date and caption.	• "Students benefited" refers to students enrolled / attending the said programs. • DVV can seek the documents regarding the attendance and certificates of selected students from the list of students enrolled.	
58.	5.1.3 Following Capacity development and skills enhancement initiatives are taken by the institution *1.* Soft skills *2.* Language and communication skills *3.* Life skills (Yoga, physical fitness, health and hygiene) *4.* Awareness of trends in technology Options: A. All of the above B. 3 of the above C. 2 of the above D. 1of the above E. None of the above	• Web-link to particular programs/schemes mentioned in the metric • Copy of circular /brochure /report of the event Photographs with date and caption for each scheme or event • List of programs conducted and the number of students enrolled for each of the events.	• Consider all the students who have enrolled for various initiatives. • DVV can seek the documents regarding the attendance and certificates of selected students from the list of programs/students enrolled in the specified initiatives.	• Mere circulars and student lists will not be accepted.

59.	5.1.4The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases *1.* Implementation of guidelines of statutory/regulatory bodies *2.* Organisation wide awareness and undertakings on policies with zero tolerance *3.* Mechanisms for submission of online/offline students' grievances *4.* Timely redressal of the grievances through appropriate committees Options: A. All of the above B. 4 of the above C. 3 of the above D. 1 of the above E. None of the above	• Minutes of the meetings of Student Grievance Cell as per the metric. • Circular/web-link/ committee report justifying the objective of the metric • Proof of constitution of Internal Complaints Committee/ Grievances Redressal Committee formation/Anti Ragging Commitee as per UGC regulations.	• Minutes of the meetings / Report of the grievance from the concerned committee is essential. • The mechanism of redressal should be available as document and should be hosted in the HEI's Website. The link of the same shall be provided to validate the same.	
60.	5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/ GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)	• List of students year-wise under each head • Qualifying Certificates of the students taking the examination year-wise under each category		• In the absence of certificate, the claim will not be considered. • Exams conducted for job recruitments other than the examinations conducted by State/Central Government are not to be included/will not be considered.
61.	5.2.2 Average percentage of placement of outgoing students during the last five years	• List of students placed along with placement details such as name of the company, compensation, etc year-wise.	• Placements through HEI placement drive and through pool campus interviews / recruitment drives at other colleges can also be considered. • If the data is large, DVV partner will seek for the appointment orders of selected students	• If same student has multiple offers it has to be counted only once.

62.	5.2.3 Percentage of recently graduated students who have progressed to higher education (previous graduating batch)	• Upload supporting data for students who have joined for higher education in the prescribed format for the latest graduating batch.	• Evidences such as admission letters or identity cards for selected students progressing to higher education will be sought by the DVV partner.	• Appearing / passing of competitive examinations for higher education cannot be considered as progression to higher education unless students get admitted.
63.	5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/natio n al/international events (award for a team event should be counted as one) during the last five years	• E-copies of award letters and certificates.	• Participation in Republic Day Parade by NCC candidates may be considered. • Only inter-university / state / national / international achievement will be considered. • Award for team event will be counted as one.	• Participation/appr eciation certificates at the regional/local /institutional levels will not be considered. • Awards from intra or inter institutions / departments will not be considered.
64.	5.3.3 Average number of sports and cultural events / competitions organised by the institution per year	• Report of the events/along with photographs appropriately dated and captioned year-wise. • Copy of circular/brochure indicating such activities. • List of students participated in different events year-wise.	• All activities conducted under an event will be counted as one event. • Only the events organised by the university need to be considered • For large data DVV will seek participation Certificates of specified students.	• Events cannot be further split into activities
65.	5.4.2 Alumni contribution during the last five years (INR in lakhs) Options: **A.** ≥ 100 Lakhs **B.** 50Lakhs - 100 Lakhs **C.** 20 Lakhs - 50 Lakhs **D.** 5 Lakhs - 20 Lakhs **E.** <5 Lakhs	• Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer. • List of alumnus/alumni with the amount contributed year-wise.		• Mere list indicating the contribution will not be considered. • Alumni contribution in kind may be considered if it is entered into the stock ledger of the college and/or in the audited statement.

66.	6.2.3 Institution Implements e-governance in its areas of operations
	
	6.2.3.1 e-governance is implemented covering following areas of operation
	  1. Administration
	  2. Finance and Accounts
	  3. Student Admission and Support
	  4. Examination
	
	Options:
	A. All of the above
	B. 3 of the above
	C. 2 of the above
	D. 1 of the above
	A. None of the above
		• Institutional expenditure statements for the budget heads of e-governance implementation
		• ERP Document
		• Screen shots of user interfaces of each module reflecting the name of the HEI.
		• Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate
		• Policy document on e- governance.
			• Bills for the expenditure on implementation of e-governance in the areas of operation.	

67.	6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years	• Policy document on providing financial support to teachers • E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. • Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	• If the data is large documents related to specific teachers will be sought during the DVV clarification. • Receipt of Institution in favour of teacher with amount given should be considered.	• Without proof of payment on financial support for faculty development, mere name/list of the faculty will not be considered. • Mere cash vouchers for payment will not be considered
68.	6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non teaching staff during the last five years	• List of professional development / administrative training programs organized by the institution • Brochures and Reports year-wise • List of participants in each programme • Photographs with date and caption to be provided. • Annual reports highlighting the programmes conducted by the university.	• DVV partner may ask for participation certificates / attendance at selected programs.	• Seminars / invited talks cannot be included in this metric.

69.	6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course)	• Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. • E-copy of the certificates of the program attended by teachers. • List of participants for each programme during the last five years. • Annual reports highlighting the programmes undertaken by the teachers	• One teacher attending more than one professional development Program in a year to be counted as one only. • If the data is large documents related to specific teachers will be sought during the DVV clarification.	• Attending seminars / invited talks are not to be considered. • Programs of duration less than those stipulated by UGC/AICTE or one week will not be considered.
70.	6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)	• Annual audited statements of accounts highlighting the grants received. • Copy of the sanction letters received from government bodies for development and maintenance of infrastructure		• Avoid duplication • Contribution in kind in the form of equipment / software etc cannot be counted. • Grants received under Criterion III and V not to be repeated here. • Grants received from government other than Development & maintenance of infrastructure cannot be considered.
71.	6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)	• Annual audited statements of accounts highlighting the grants received. • Copy of the sanction letters received from non-government bodies, individuals, philanthropists for development and maintenance of infrastructure		• Avoid duplication • Funds from own institutions/own trust and sister institutions are not to be considered • Contribution in the form of equipment / software etc not to be counted. • Grants received under Criterion III and V not to be repeated here. • Grants received from government for other than Development & maintenance of infrastructure cannot be considered.

| 72. | 6.5.2 Institution has adopted the following for Quality assurance
1. Academic Administrative Audit (AAA) and follow up action taken
2. Confernces, Seminars, Workshops on quality conducted
3. Collaborative quality initiatives with other institution(s)
4. Orientation programme on quality issues for teachers and students
5. Participation in NIRF
Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)
Options:
A. Any 5 or more of the above
B. 4 of the above
C. 3 of the above
D. 2 of the above
E. 1of the above | • Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.
• List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.
• List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.
• List of Orientation programmes conducted on quality issues for teachers and students along with geo- tagged photos and supporting documents. | • AQAR not applicable for cycle I
• For large data, DVV will seek proof of list of attendance, participation certificates etc for the randomly

selected activities. | • Collaborative quality initiatives with sister organizations under the same management not to be considered. |

73.	7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment Options: A. 4 or All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. None of the above	• Geo-tagged photographs of the facilities. • Bills for the purchase of equipments for the facilities created under this metric. • Any other relevant evidences for the selected options. • Permission document for connecting to the grid from the Government/ Electricity authority.		• Having diesel generator set as backup cannot be considered in this metric.
74.	7.1.4 Water conservation facilities available in the Institution: 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus Options: A. Any 4 or all of the above B. 3 of the above C. 2 of the above D. 1 of the above E. None of the above	• Geo-tagged photographs of the facilities. • Bills for the purchase of equipments for the facilities created under this metric. • Any other relevant evidences for the selected options. • Green audit reports on water conservation by recognised bodies		

75.	7.1.5 Green campus initiatives include (4) 7.1.5.1. The institutional initiatives for greening the campus are as follows: 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants Options: A. Any 4 or All of the above B. 3 of the above C. 2 of the above D. 1of the above E. None of the above	• Policy document on the green campus. • Geo-tagged photographs/videos of the facilities. • Circulars for the implementation of the initiatives and any other supporting document.		
76.	7.1.6 Quality audits on environment and energy are regularly undertaken by the institution (5) 7.1.6.1.The institutional environment and energyinitiatives are confirmed through the following 1. Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities Options: A. Any 4 or all of the above B. 3 of the above C. 2 of the above D. 1of the above E. None of the above	• Policy document on environment and energy usage • Certificate from the auditing agency. • Certificates of the awards received from recognized agency (if any). • Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date. • Any other supporting document for the claims made. • Green audit report of all the years from recognised bodies		

77.	7.1.7 The Institution has disabled-friendly, barrier free environment	• Policy document and information brochure.		
	1. Built environment with ramps/lifts for easy access to classrooms.	• Link to Geo-tagged photos and videos with date and caption.		
	2. Disabled-friendly washrooms	• Bills and invoice/purchase order/AMC in support of facilities.		
	3. Signage including tactile path, lights, display boards and signposts	• A rest room should include specific requirements of Divyangjan for their use of the Toilet (rest room) and other facilities.		
	4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment	• Brief report on facilities provided for enquiry and information.		
	5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	• Bills for the software procured for providing the assistance.		
	Options: A. Any 4 or all of the above B. 3 of the above C. 2 of the above D. 1of the above E. None of the above			

78.	7.1.10The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized Options: A. All of the above B. 3 of the above C. 2 of the above D. 1of the above E. None of the above	• Policy document on code of ethics. • Constitution and proceedings of the monitoring committee. • Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff. • Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority. • Handbooks, manuals and brochures on human values and professional ethics • Report on the student attributes facilitated by the Institution • Web-Link to the relevant documents on the HEI website.		

Annual Report format

1. **Cover page:** This should include the university name, logo, and the year of the report.
2. **Table of contents**: This should list the major sections and subsections of the report.
3. **Message from the Vice Chancellor or President**: This section may include a brief introduction and highlights of the university's achievements and challenges during the year.
4. **Overview of the university**: This section may provide an overview of the university's history, mission, vision, and values.
5. **Organizational structure**: This section may provide an overview of the university's organizational structure, including the various schools, departments, and administrative units.
6. **Financial performance**: This section may provide an overview of the university's financial performance during the year, including revenue, expenses, and investments.
7. **Academic programs and research**: This section may provide an overview of the university's academic programs and research activities during the year, including the number of students, faculty, and publications.
8. **Student services and engagement**: This section may provide an overview of the university's student services and engagement activities during the year, including counseling, health services, and extracurricular activities.
9. **Alumni engagement**: This section may provide an overview of the university's alumni engagement activities during the year, including events and fundraising.
10. **Community engagement:** This section may provide an overview of the university's community engagement activities during the year, including partnerships and outreach programs.
11. **Awards and recognitions**: This section may list the awards and recognitions received by the university or its faculty during the year.
12. **Future plans and goals**: This section may provide an overview of the university's future plans and goals for the upcoming year or years.
13. **Diversity and inclusion**: This section may provide an overview of the university's efforts to promote diversity and inclusion among its student body, faculty, and staff.
14. **Internationalization**: This section may provide an overview of the university's internationalization efforts, including partnerships with international institutions, study abroad programs, and international student enrollment.
15. **Accreditation and rankings**: This section may provide an overview of the university's accreditation status and rankings in various academic and research categories.
16. **Capital projects and infrastructure development**: This section may provide an overview of the university's capital projects and infrastructure development during the year, including new construction, renovation, and maintenance of existing buildings and facilities.
17. **Governance and leadership**: This section may provide an overview of the university's governance and leadership structure, including the board of trustees or regents, executive leadership team, and other governing bodies.
18. **Risk management and compliance**: This section may provide an overview of the university's risk management and compliance efforts, including policies and procedures to mitigate risks and ensure compliance with relevant laws and regulations.
19. **Philanthropy and fundraising**: This section may provide an overview of the university's philanthropy and fundraising efforts during the year, including donations and endowments received from alumni, businesses, and other supporters.

20. **Intellectual property and technology transfer**: This section may provide an overview of the university's intellectual property and technology transfer activities, including patents, licenses, and spinoff companies.
21. **Environmental sustainability**: This section may provide an overview of the university's efforts to promote environmental sustainability, including energy conservation, waste reduction, and sustainable transportation.
22. **Alumni and donor profiles**: This section may highlight the achievements of notable alumni and donors, as well as their contributions to the university.

DEPARTMENT RECORD MAINTAINANCE / Department Audit Format

S.No	Particulars	Evaluation Remarks
1	**Curriculum Hand Book**	
	Course Outcome (CO), Program Outcome (PO), Program Specific Outcome (PSO) and Program Educational Objective (PEO)-Statements	
	Process of Defining the statements	
	Appropriateness of credit allotment	
	Records clearly indicates course title, code, pre-requisite, delivery methods, assessment methods, COs, CO-PO Mapping in the curriculum hand book	
2	**Admission Records**	
	Availability of last 5 years admission letters (List of students with **name, fathers name, category, rank/roll number**)	
	Any dropouts (with proper reason)	
3.	**Department Budget**	
	Department Annual Action Plan available	
	Availability of last five years Budget allocation & utilization documents	
	Availability of last five years requirement documents	
4	**Academic Performance (Last 5 years)**	
	Success rate without backlogs in any semester/year of study	
	Success rate with backlog in stipulated period of study	
	Academic Performance semester wise and Year wise	
	Academic Performance in the finalYear	
5	**Placement statistics for last 5 years (Tabular & Graphical Representation)**	
	Number of students placed	
	Highest CTC (Salary)	
	Average CTC (Salary)	
	Placement training conducted by the department Records	
6	**Higher studies statistics for last 5 years (Tabular & Graphical Representation)**	
	Number of students pursuing/completed Post graduation	
	Number of students cleared GATE/GMAT/CAT/NET/SET etc	
	List the top Universities/ Institutions	
	List the mobility pattern of students	
7	**Internship statistics for last 5 years(Tabular & Graphical Representation)**	
	Number of students completed Internship Programs	
	List the top organizations	
	Record to ensure Initiatives taken by the dept	

8	**Co- curricular Activities (For Last 5 years)**	
	Number of students participated	
	List the activities during the academic year	
	List the name of the student clubs established/working in the departments	
9	**Faculty Achievement/Recognition**	
	Number of FDPs conducted by the department	
	Records of faculty recognitions/participation	
10	**Student Achievement Data**	
	A Co-Curricular Activities	
	Nature of co curricular activities department has organized availability of Activity wise file	
	Availability of Number wise students' participation record	
	Number of student publications in journals and magazines	
	Number of students teams participated in National Level Events	
	Number of Prizes and awards won by the students	
	B Extra-Curriculuar Activities	
	Nature of Extra curricular activities department has organized- availability of Activity wise file	
	Availability of Number wise students' participation record	
	Number of students teams participated in National Level Events	
	Number of students teams participated in State Level Events	
	Number of prizes/ awards won by the students	
	C Any Other	
11	**External/Internal Stake holder Feedback/Surveys**	
	Records available of the Program Exit Survey conducted. Availability of File in which filled in questionnaires by the **students** are placed; Availability of Statistical Analysis of data and report Availability of File in which filled in questionnaires by the **parents** are placed; Availability of Statistical Analysis of data and report Availability of File in which filled in questionnaires by the **industry experts** are placed; Availability of Statistical Analysis of data and report Availability of File in which filled in questionnaires by the **BOS & BOE experts** are placed; Availability of Statistical Analysis of data and report Availability of File in which filled in questionnaires by the **Alumni** are placed; Availability of Statistical Analysis of data and report Availability of Filled in questionnaires by the **Employers** Availability of Statistical Analysis of data and report Based on the above: Agenda for Action in the Faculty meeting,; Action Plan charted by the Department ;	

	Actions taken and activities initiated Outcome if any	
12.	**360 Degree annual Survey**	
	Copy of the questionnaire Data collection, Data analysis, statistical Presentation &ReportAction taken report	
13	**Academic Audit of the faculty members**	
	Completed/pending (If pending Provide the names and reasons for not completing)	
14	**Number of Faculty Meetings held in the department**	
	Whether the Circulars were sent along with agenda	
	Proceedings of the meetings are available	
	Action Taken report is recorded in the next minutesof the meeting	
	Dates of the **DC** Meeting:	
	Meeting notice sent with Agenda and has recorded the proceedings. Documentary evidence available	
	Dates of the **BOS** Meeting:	
	Meeting notice sent with Agenda and has recorded the proceedings. Documentary evidence available;	
	Dates of the **DRC** Meeting :	
	Meeting notice sent with Agenda and has recorded the proceedings. Documentary evidence available Research scholars seminars/Viva-voce meeting records	
	Dates of the **Alumni** Meetings :	
	Meeting notice sent with Agenda and has recorded the proceedings. Documentary evidence available	
	Dates of the **Principals** Meetings :	
	Meeting notice sent with Agenda and has recorded the proceedings. Documentary evidence available	
	Dates of the **Student clubs/Professional bodies** Meetings :	
	Meeting notice sent with Agenda and has recorded the proceedings. Documentary evidence available	
	Dates of **the Class Committee** Meeting :	
	Meeting notice sent with Agenda and has recorded the proceedings. Documentary evidence available	
	Dates of **Faculty Meetings held** in the depts	
	Meeting notice sent with Agenda and has recorded the proceedings. Documentary evidence available	
15	**PO & PSO attainment**	
	Process adopted to compute attainment of PO & PSO	
	PO PSO attainment through direct method	
	PO PSO attainment through indirect method	

	PO & PSO Gap Analysis (Observations & Action Taken)	
	Other relevant documents	
16	**A. Research & Development Wherever the space is limited provide Details in the Annexure**	
	Faculty Publications (ISSN No/Citation/Impact Factor/Indexing)	
	Funded Research Projects	
	Funded Consultancy Project	
	Ph.D details	
	Departmental Research	
	Student Projects Records I,II,III,IV,V,VI Final Sem student Projects VII and VIII	
	Other main projects handled by the dept Number of projects	
	B. Consultancy project Records Wherever the space is limited provide Details in the Annexure	
	Consultancy provided , if any Nature and Number	
	Number of Faculty involved	
	Resource mobilised	
	List of MOU's in the Department	
17	**Industry-Institute Interactions**	
	Industry-Linked Laboratories	
	Industry-Linked Curriculum	
	Dept. Initiation for Industry-Institute Interaction	
	Internships provided to the students	
18	**Students Projects**	
	Project & Guide Allocation Process	
	Evaluation Process	
	Project & Report Quality	
	Outcomes	
19	**Examination Section Files**	
	Internal Assessments	
	Semester systems	
	Laboratory/ workshop exam	
	Results records	
20	**Alumni Records**	
	Records of distinguished Alumni	
21	**Library Documents (all the files)**	
	Library Committee meetings	
	Acquisition records	
	Issue register	
	Automation	
	Facilities provided	
22	**Visiting/Adjunct Faculty**	
	Documents (Plan & Correspondence)	
	Number of teaching hours handled by Visiting/Adjunct Faculty	
	Amount spent on such resources.	
23	**Laboratory Records maintained**	
	Lab Manuals	

	Instructional Charts	
	Safety Instructions	
	Availability of Labs experience to students after working hours	
24	**Self-Learning Facilities**	
	Facilities available for the students	
25	**Mentorship and Mentoring Records**	
	Mentor-Mentee Sheets	
	Mentors Diaries	
26	**Stock Books**	
	Of All Purchases in the Department, Books, Stationary etc	
27	**Faculty Attendance**	
	Leave Records	
28	**Department Communication Ledger (Inward/Outward)**	
	Inter departmental	
	Intra departmental	
	Inter Institutional	
	Intra Institutional	
29	**Additional Institute Responsibilities handled by the Department (other than the routine)**	
	Documents to prove the point	
30	**Extension Activity /Social Service**	
	Number of activities conducted	
	Nature of activities conducted	
	Distinctions/ Recognitions	
	Benefits to the students	
31	**Department Activity Plan**	
	Semester Plan	
	Annual Plan	
32	**Autonomous Section files**	
	Autonomy Records	
	Academic Innovations records	
	Administration innovation Records	
	Other s decisions as Autonomous college	
	ICT usage for Teaching & Learning	
	Initiatives taken for fail students.	
	Any other	
33	Minutes of the meetings of anti-ragging committee	
34	Minutes of the meetings of any other committee	
35	**Green activities**	
	• Waste management • Water management • Energy management • Greenery management	
36	**List the best practices** (Matter in the prescribed format)	

- Some of the files have already been identified in the list. Departments can have more or less than that depending on their functions.

- Qualitative Data records are available in the file. Wherever the quantitative data is gathered please statistically analyze, provide data tables, pictorial presentations etc. For eg. Student feedback survey, Stake holders' feedback etc.

- Each and every main subject will have a separate file number;

- Within the main subject file sub files maybe created with sub numbers

- Papers pertaining to the concerned subjects main or sub would go to the respective file only.

- Wherever the records are not found means that department has not attended to that task

- Page numbering is necessary for each file

- Please put the tag once you make the file ready for perusal

- All the meetings that you conduct should have a meeting announcement with agenda and

- minutes of the meetings should be recorded and put in the respective files.

- The Head of the Department has the responsibility of maintaining all the above records

Teachers Contribution for the submission of Annual report and NAAC

Personal Information:
- Full Name
- Designation
- Department
- Email
- Phone Number
- Date of Joining the Institution
- Present Address

Educational Qualifications:
- Highest Degree Earned
- Year of Completion
- Institution
- Specialization
- Other Relevant Degrees/Certifications
- Year of Completion
- Institution

Teaching Experience:
- Total years of teaching experience
- Institutions taught at
- Courses taught
- Areas of expertise

Research and Publications:
- Research Interests
- List of Publications (journal articles, book chapters, books, conference proceedings)
- Grants Received
- Research Projects Undertaken

Professional Activities:
- Memberships in Professional Organizations
- Participation in Conferences/Seminars/Workshops
- Reviewer for Journals or Conferences
- Editorial Board Memberships

Awards and Recognitions:

- National/International Awards
- Honors and Recognitions from Professional Organizations
- University Awards

Service to the Institution:
- Committees served on (departmental, university-level, professional organizations)
- Administrative Roles Undertaken (e.g., Coordinator, Head of Department)

Professional Development:
- Professional development programs attended
- Training programs undertaken
- Certifications earned

Community Engagement and Outreach:
- Community service activities
- Outreach initiatives to promote education and awareness

Consultancy and Industry Collaboration:
- Consultancy projects undertaken
- Collaborations with industry partners
- Technology transfer initiatives

Innovations and Entrepreneurship:
- Patents and copyright filed
- Innovation and entrepreneurship initiatives undertaken
- Startups and spinoffs founded

Leadership and Mentorship:
- Leadership roles undertaken (e.g., Dean, Director, Coordinator)
- Mentorship of students and junior faculty members

Collaboration with other institutions
International Collaborations:
- Collaborations with international institutions
- Participation in international conferences and seminars
- Joint research projects with international partners

Community Outreach and Social Responsibility:
- Participation in community development activities
- Social responsibility initiatives undertaken
- Partnerships with NGOs and other organizations

Student Engagement and Mentoring:
- Student mentoring activities
- Participation in student organizations and clubs
- Research supervision and guidance for students

Interdisciplinary and Cross-Cutting Themes:
- Interdisciplinary research projects undertaken
- Collaborations with faculty members from other departments and disciplines
- Contributions to cross-cutting themes such as sustainability, gender equality, and diversity and inclusion

Institutional Governance and Quality Assurance:
- Participation in institutional governance and decision-making
- Contributions to quality assurance and improvement initiatives
- Engagement with accreditation bodies and regulatory agencies

Note: The above sections are just suggestions and can be adapted or expanded based on the specific requirements of the Department or University, as well as the individual faculty member's accomplishments and contributions.

Grievance Cell record Format

1. Grievance details: This section should include the details of the grievance, such as the date, nature of the grievance, and the person or persons involved.
2. Complainant information: This section should include the name, contact information, and any other relevant details of the person making the complaint.
3. Investigator information: This section should include the name, contact information, and any other relevant details of the person or team responsible for investigating the complaint.
4. Investigation details: This section should include a summary of the investigation, including any evidence or witness statements collected.
5. Resolution details: This section should include a summary of the resolution of the grievance, including any actions taken to address the complaint and the date of the resolution.
6. Follow-up details: This section should include any follow-up actions taken to ensure that the grievance has been fully resolved and that the complainant is satisfied with the resolution.

***Note**: this is just a general outline, and the actual format and content of the grievance cell record may vary depending on the specific requirements and guidelines of the university.

LIST OF FILES TO BE MAINTAINED FOR NAAC IN EACH DEPARTMENT

1. Admission file

2. Internal assessment file

3. Extension activities / awareness programmes file

4. Staff meeting note /file with agenda

5. Circular file

6. Scholarship file

7. Equipment purchase file

8. Equipment history (source of purchase, cost, accuracy, year of purchase)

9. Parents teachers meeting file

10. Alumni file

11. Curriculum revision file (existing and previous)

12. Ongoing, completed and applied project file-faculty wise

13. Publication-faculty wise

14. Patents file

15. Ph.D. thesis list

16. Journal subscription file

17. Consultancy project file

18. Collaboration files with MOU

19. Class time table

20. Department profile including vision and mission of the department in printable form

21. CD publication if any

22. Books published

23. Conference/workshop/seminar organized with photo evidence

24. Seminar / Conference Proceedings'

25. Department Library file

26. Individual log book for each equipment

27. e-journal subscription file

28. PG & M.Phil. Pass percentage details year wise

29. List of Research scholars/ fellowships

30. Teaching and non-teaching staff file

31. Anti ragging committee file

32. Department placement cell file

33. Green measures following in the department

34. Disaster Management Measures – Chemical & Biological hazards

35. Feed back forms of the students and Remedial measures taken for the weaker students

36. Measures taken for the advanced learners

37. Database of students with photos

38. Student participatory learning activities

39. Department academic calendar with weekly & monthly wise tests/ assignments date

40. Best practices followed in curriculum and Teaching –Learning

41. Awards received by faculty members & students

42. Individual staff members' publication file

Mentor-Mentee Record Maintenance Format

Student Details
- Name:
- Roll No:
- Department:
- Email:
- Contact No:
- Date of Joining:

Mentor Details
- Name:
- Department:
- Email:
- Contact No:
- Mentoring Period
- Start Date:
- End Date:

Mentoring Plan
- Goals and objectives of the mentoring program:
- Timeline for achieving the goals and objectives:

Meeting Schedule
- Frequency of meetings:
- Time and date of meetings:
- Location of meetings:

Meeting Minutes
- Date of Meeting:
- Attendees:
- Topics Discussed:
- Action Items:
- Next Meeting Date:

Assessment and Feedback
Assessment of mentee's progress:
Feedback provided to mentee:
Signatures
Mentee:
Mentor:
Department Head:
Note: This format can be modified as per the specific requirements of the university department.

Format for Programme Outcomes (PO)

PO1: Graduates will be able to analyze complex problems and develop innovative solutions using their disciplinary knowledge.

PO2: Graduates will be able to apply critical thinking and problem-solving skills to evaluate information and make informed decisions.

PO3: Graduates will be able to demonstrate effective communication skills in both written and oral forms.

PO4: Graduates will be able to work effectively in diverse teams, demonstrating leadership and interpersonal skills.

PO5: Graduates will be able to apply ethical and professional principles in their personal and professional lives.

PO6: Graduates will be able to apply knowledge and skills from their discipline to address real-world challenges.

PO7: Graduates will be able to demonstrate knowledge and understanding of global perspectives and cultural diversity.

PO8: Graduates will be able to engage in lifelong learning and professional development to enhance their knowledge and skills.

PO9: Graduates will be able to use current and emerging technologies to solve problems and create innovative solutions.

PO10: Graduates will be able to pursue advanced studies and professional certifications in their field of study.

Note: This model provides a broad overview of the potential outcomes that students may achieve after completing a program. It is important to customize the POs according to the specific needs and objectives of the program or course. You can use action verbs such as analyze, evaluate, create, demonstrate, etc. to define the outcomes.

Note: You can add or remove POs as per your program's requirements.

Programme Specific Outcome (PSO):

PSO1: Graduates will be able to design, implement and evaluate software applications using modern software engineering techniques.

PSO2: Graduates will be able to develop and implement complex computer algorithms to solve real-world problems in their field of study.

PSO3: Graduates will be able to design, develop, and test secure and reliable computer networks and systems.

PSO4: Graduates will be able to analyze data using statistical methods and software tools to solve business problems.

PSO5: Graduates will be able to develop and maintain financial systems and accounting records for businesses.

Note: This model provides a few examples of Programme Specific Outcomes (PSOs) that could be relevant for specific programs or courses. It is important to customize the PSOs according to the specific needs and objectives of the program or course. You can use action verbs such as design, implement, develop, analyze, evaluate, etc. to define the outcomes

Note: You can add or remove PSOs as per your program's requirements.

In both the formats, you can mention the specific outcomes of the program or course you are offering. These outcomes should clearly define what the students will be able to achieve by the end of the program. You can use action verbs such as analyze, evaluate, create, demonstrate, etc. to define the

outcomes
Programme Educational Objectives (PEOs):

PEO1: Graduates will have a strong foundation in the fundamentals of their chosen field of study, enabling them to analyze and solve complex problems using their disciplinary knowledge.
PEO2: Graduates will have developed critical thinking and problem-solving skills that allow them to evaluate information and make informed decisions.
PEO3: Graduates will have the ability to communicate effectively in both written and oral forms, and work collaboratively in diverse teams.
PEO4: Graduates will be equipped with ethical and professional principles, and be able to apply these in their personal and professional lives.
PEO5: Graduates will be equipped with the skills and knowledge required to pursue advanced studies or professional certifications in their field of study.

Note: This model provides a few examples of Programme Educational Objectives (PEOs) that could be relevant for specific programs or courses. It is important to customize the PEOs according to the specific needs and objectives of the program or course. You can use action verbs such as analyze, solve, communicate, work, apply, pursue, etc. to define the objectives. PEOs should be written in a way that they can be assessed in a measurable and tangible way.

Course Outcomes (COs)

Programme Name _____ **Semester** _____
Course Title: _____   Code: _____

S.No.	On completing the course the student will be able to:	PSOs addressed	Cognitive levels
CO1			
CO2			
CO3			
CO4			
CO5			

Note: The Course outcomes should be written for each course of each semester for both theory and laboratory courses.

Student feedback form for Departments:

Course Information
Course Title:
Course Code:
Semester:
Instructor's Name:

1. Course Content
   - Was the course content relevant and useful?
   - Were the topics covered in the course appropriate?
   - Was the course workload reasonable?
   - Were the course materials (textbooks, handouts, etc.) helpful?
2. Instructional Delivery
   - Was the instructor knowledgeable and well-prepared?
   - Was the instructor able to explain concepts clearly?
   - Was the instructor approachable and responsive to questions?
   - Did the instructor provide feedback and guidance on assignments and exams?
3. Classroom Environment
   - Was the classroom environment conducive to learning?
   - Were the classroom facilities (e.g. audio-visual equipment, seating) adequate?
   - Were there any distractions or disruptions during the class?
4. Assessment and Evaluation
   - Were the assessments (e.g. assignments, exams) fair and appropriate?
   - Was the grading process transparent and consistent?
   - Were feedback and grades provided in a timely manner?
5. Overall Experience
   - What was your overall experience in the course?
   - Would you recommend this course to other students?
   - Do you have any suggestions for improving the course?
6. Additional Comments

Is there anything else you would like to share about your experience in the course or with the department?
Student Information
Name:
Roll No:
Department:
Email:
Note: This format can be adjusted as per the specific needs and requirements of the university department.

Format for Student Satisfaction Survey
Key Indicator - 2.7.1
Under Criterion II of Teaching – Learning and Evaluation

Guidelines for Students

NAAC (National Assessment and accreditation council) is conducting a Student Satisfaction Survey regarding Teaching – Learning and Evaluation, which will help to upgrade the quality in higher education. A student will have to respond to all the questions given in the following format with her/his sincere effort and thought. Her/his identity will not be revealed.

A) Please confirm this is the first and only time you answer this survey.
  a) Yes ☐   b) No ☐
B) Age: C) College Name:

D) Gender: a) Female ☐ b) Male ☐   c) Transgender ☐

E) What degree program are you pursuing now?
  a) Bachelor's ☐ b) Master's ☐   c) MPhil ☐
  d) Doctorate ☐ e) Other (   )

F) What subject area are you currently pursuing?
  a) Arts ☐   b) Commerce ☐   c) Science ☐
  d) Professional ☐   e) Other: (   )

Instructions to fill the questionnaire
  ● All questions should be compulsorily attempted.
  ● Each question has five responses, choose the most appropriate one.
  ● The response to the qualitative question no. 21 is student's opportunity to give suggestions or improvements; she/he can also mention weaknesses of the institute here. (Kindly restrict your response to teaching learning process only)

Student Satisfaction Survey on Teaching Learning Process
Under Criterion II – Teaching–Learning and Evaluation

Following are questions for online student satisfaction survey regarding teaching
learning process.

1. How much of the syllabus was covered in
    the class? 4 – 85 to 100%
    3 – 70 to 84%
    2 – 55 to 69%
    1– 30 to 54%
    0 –Below 30%

2. How well did the teachers prepare for the
    classes? 4 –Thoroughly
    3 – Satisfactorily
    2 – Poorly
    1 – Indifferently
    0 – Won't teach at all

3. How well were the teachers able to
    communicate? 4 – Always effective
    3 – Sometimes
    effective 2 –
    Just
    satisfactorily
    1– Generally
    ineffective
    0– Very poor communication

4. The teacher's approach to teaching can best be
    described as 4– Excellent
    3 –
    Very
    good 2
    –
    Good
    1 – Fair
    0– Poor

5. Fairness of the internal evaluation process by the teachers.
    4 – Always fair
    3 – Usually fair
    2 – Sometimes

unfair
1 – Usually unfair
0– Unfair

6. Was your performance in assignments
    discussed with you?
    4 – Every time
    3 – Usually
    2 – Occasionally/Sometimes
    1 – Rarely
    0– Never

7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.
    4 – Regularly
    3 – Often
    2 – Sometimes
    1 – Rarely
    0– Never

8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.
    4 – Significantly
    3 – Very well
    2 – Moderately
    1 – Marginally
    0– Not at all

9. The institution provides multiple opportunities to
    learn and grow.
    4 – Strongly agree
    3 – Agree
    2 – Neutral
    1 – Disagree
    0– Strongly disagree

10.   Teachers inform you about your expected competencies, course outcomes and programme outcomes.
    4 – Every

time
3 – Usually
2– Occasionally/Sometimes
1 – Rarely
0– Never

11. Your mentor does a necessary follow-up with an assigned task to you.
    4 – Every time
    3 – Usually
    2 – Occasionally/Sometimes
    1 – Rarely
    0 – I don't have a mentor

12. The teachers illustrate the concepts through examples and
    applications.
    4 – Every time
    3 – Usually
    2 – Occasionally/Sometimes
    1– Rarely
    0 – Never

13. The teachers identify your strengths and encourage you with providing
    right level of challenges.
    4 – Fully
    3 – Reasonably
    2 – Partially
    1 – Slightly
    0– Unable to

14. Teachers are able to identify your weaknesses and help you to
    overcome them.
    4 – Every time
    3 – Usually
    2 – Occasionally/Sometimes
    1 – Rarely
    0 – Never

15. The institution makes effort to engage students in the monitoring, review and
    continuous quality improvement of the teaching learning process.
    4 – Strongly agree
    3 – Agree
    2 – Neutral
    1 – Disagree
    0 – Strongly disagree

16. The institute/ teachers use student centric methods, such as experiential learning,
    participative learning and problem solving methodologies for enhancing learning
    experiences.

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4 – To a great extent

3 – Moderate

2 – Some what

1 – Very little

0 – Not at all

17. Teachers encourage you to participate in
extracurricular activities.

4 – Strongly agree

3 – Agree

2 – Neutral

1 – Disagree

0 – Strongly disagree

18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and
employability skills to make you ready for the world of work.

4 – To a great extent

3 – Moderate

2 – Some what

1 – Very little

0 – Not at all

19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc.
while teaching.

4 – Above 90%

3 – 70 – 89%

2 – 50 – 69%

1 – 30 – 49%

0 – Below 29%

20. The overall quality of teaching-learning process in your institute is very good.

4 –Strongly agree

3 – Agree

2 – Neutral

1 – Disagree

0 – Strongly disagree

21. Give three observation / suggestions to improve the overall teaching – learning
experience in your institution.

a)

b)

c)

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Osmania University

Evaluative Report of the Department

Department of

Sr. No.	Description	2018-19	2019-20	2020-21	2021-22	2022-23
1.	Year of Establishment					
2.	Is the Department part of a School/Faculty of the University	Faculty of				

3.	Programmes offered
	  a. Regular (UG/PG/Research Programs)
	  b. Interdisciplinary
	  c. Others					

4.	Number of teachingposts Sanctioned					
	Number of teachingposts Filled					
	Total Faculty including Guest Faculty					
5.	Number of ResearchProjects: Total Grants Received:					
6.	Inter–institutional collaborative projects and associated grantsreceived -National collaboration -International collaboration					
7.	Departmental projects funded by UGC- SAP/CAS, DPE, ICSSR, ICPR, DST, etc., : Total grants received					
8.	Special research laboratories/ language labs/ observatory/ gallery/ museum/ yajnashala, yogashala sponsored by/ created byindustry or corporate bodies/government/trust and other institutions.					
9.	Numbers of PapersPublished:					
	Numbers of Books with ISBN:					

Sr. No.	Description	2018-19	2019-20	2020-21	2021-22	2022-23
	Osmania University					
	Evaluative Report of the Department					
	Department of					
10	Number of Patents acquired/Creative writings/ Critical Shastric writings composed in Sanskrit awarded by State and National bodies hitherto unknown manuscripts brought to light through publication during the last five years					
11.	Areas of consultancy and income generated from various sources					
	Number of Seminars/ Workshops/ Summer Schools etc.					
	Seminars, Conferences, Workshops, and Professional Development Programmes Attended by Faculty					
	Professional Development / Administrative training programmes organized by the Department for teaching and non-teaching staff					
12.	Awards/ Recognitions received at the National and International level by :					
	Faculty					
	Doctoral/Post-doctoral fellows/ research assistants and associateshaving fellow ships					
	Awards won for Research/ Innovation by Faculty					
	Awards won for Research/ Innovation by Research Fellows					
	Awards won for extension activities byfaculty					
	Awards/ Recognitions by Students					
13.	How many students have cleared Civil Services and Defense Services examinations, NET, SET (SLET), GATE and other competitive examinations					
14.	Details of doctoral, post-doctoral students and research associates From the host institution/ University					
	From other Institution/ University					
15.	Number of Research Scholars/ Post Graduatestudents getting financial assistance fromthe University /State/ Central Governments and NGO's					

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