

# Accreditation Reforms

## A Step Towards Accelerating Quality Initiatives of Higher Education Institutions

Osmania University

4 March 2025 : Day2- Session 1



# ISSUES WITH HIGHER EDUCATION : SDG 4 and more

1

## No Poverty

**Demographic dividend:**  
Urgency to upgrade, but investment increase has been conventional (around 4% GDP)

3

## Good Health & Wellness

**High cost low quality education ; Govt focus on premier institutions –3/4<sup>th</sup> of the budget on elite institutions**

10

**Reduced Inequalities : Low GER in Higher Education - 28.4, as against 59.6 of China in 2021; NEP: aim to reach 50% by 2035: need to reach 8 Cr enrolment in HE**

4

## Quality Education

**Lack QA practices**  
21% of HEI's only accredited

8

## Decent work & Economic Growth

**Employability – negative correlation between level of education and employment (India Skills Report by ILO)**

9

## Industry Innovation and Infrastructure

**Outdated curriculum**  
**Lack of research focus ; Faculty motivation**

12

## Responsible Consumption and Production :

**Community orientation , natural resource use,**

16

## Peace Justice and Strong Institutions :

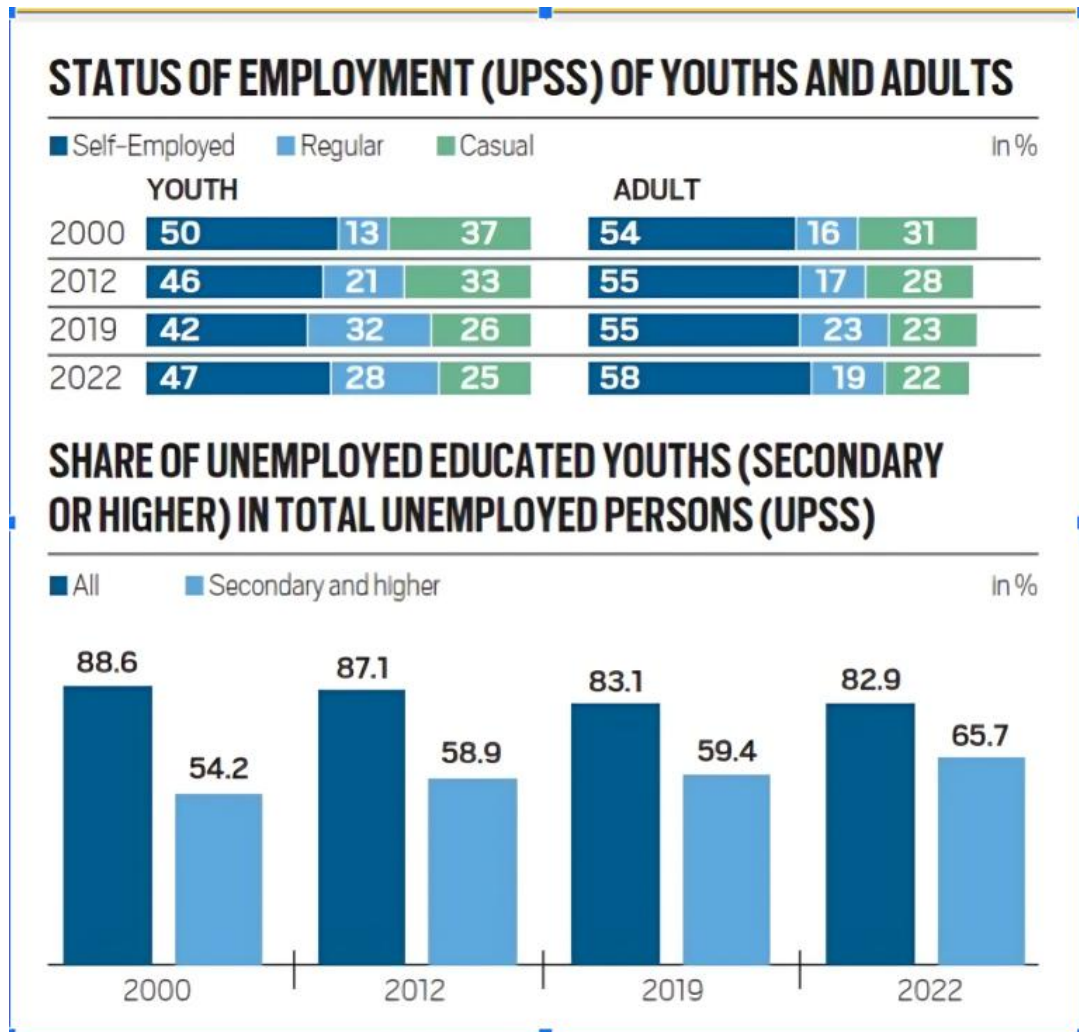
**Sustainable Practices –Academic and Administrative**

17

## Partnerships for the Goals:

**Collaborations and sharing**

# HIGH COST LOW QUALITY

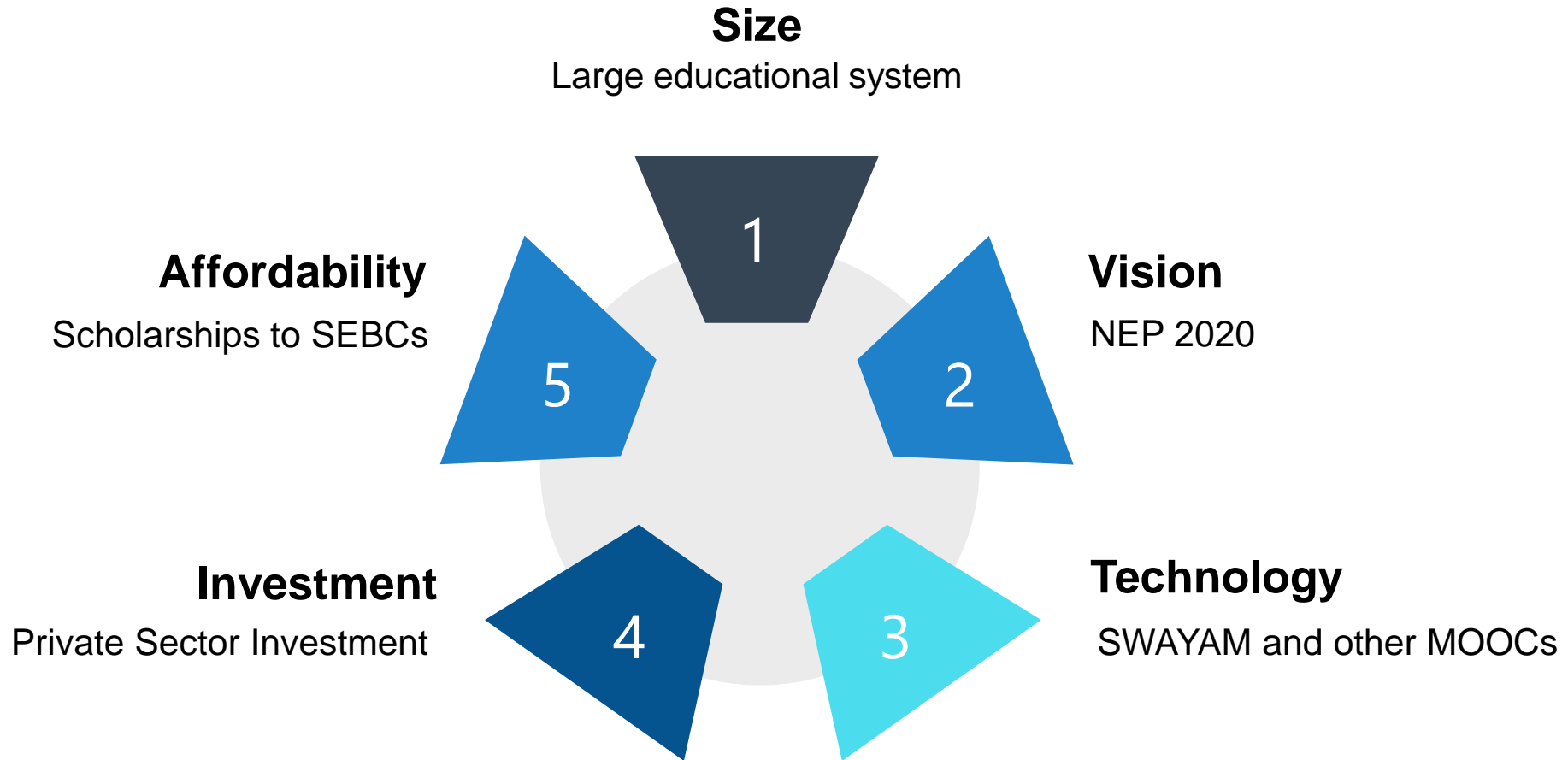


Source: India Employment Report 2024

- India's **youth account for almost 83% of the unemployed workforce** and the share of youngsters with secondary or higher education in the total unemployed has almost doubled from **35.2% in 2000 to 65.7% in 2022**.
- Youth **unemployment rate doubled since 2000** (India Employment Report 2024)
- Challenges due to **lack of necessary skills**
- Educated unemployment **costs 1.5% of GDP** to the Economy every year
  - Cost of wasted years - Rs 5 lakh per person
  - Cost of current year - Rs1.8 lakh per person
  - Total cost per person - Rs 6.8 lakh per person
  - Cost for economy (Rs lakh Cr) -14,03,248
- Closure of **demographic dividend window by 2045**
- Need to **upgrade HE System urgently**

**Despite this, attention to quality Higher education has been neglected**

# STRENGTHS OF HIGHER EDUCATION



# NEP 2020

Atmanirbhar Bharat

SELF EMPOWERMENT



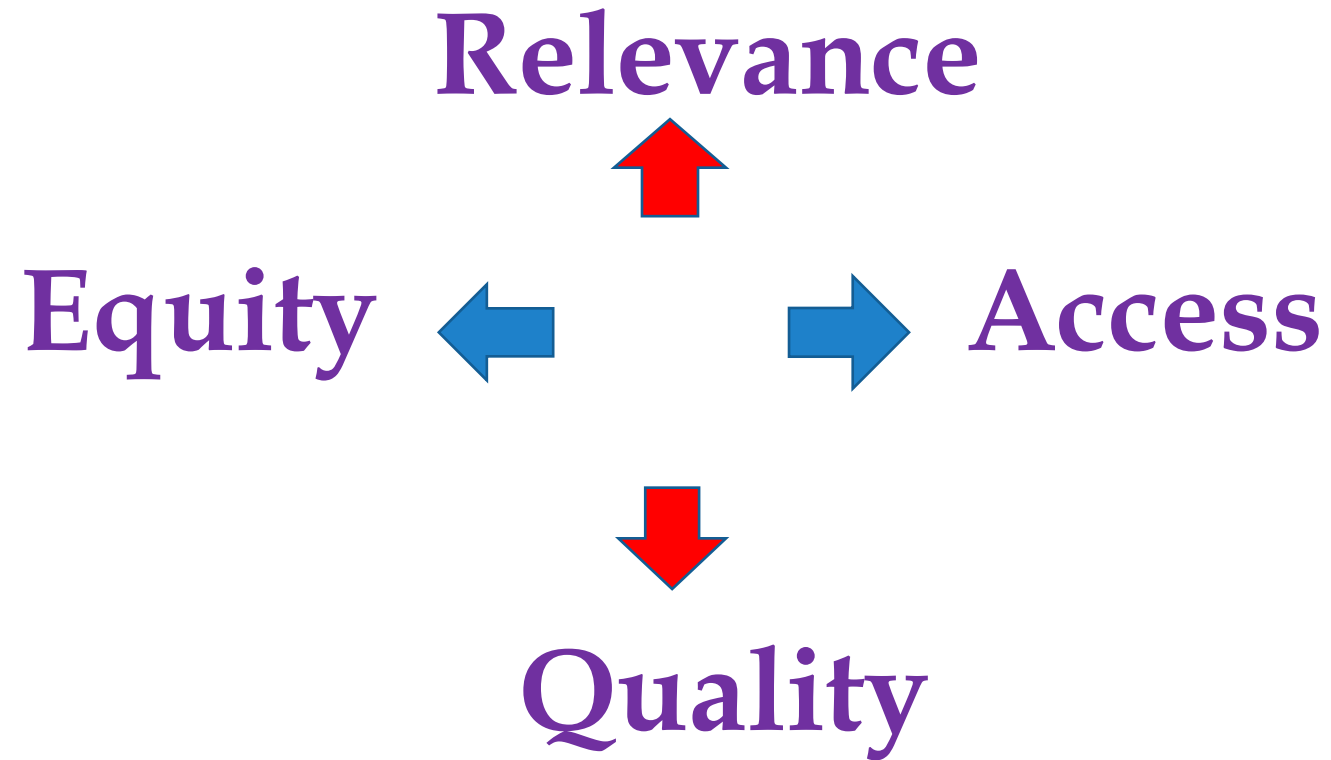
Quality Higher Education

AUTONOMY



ACCESSIBLE AFFORDABLE & RELEVANT

# Redefined Challenges of HE



# Revitalising HEI



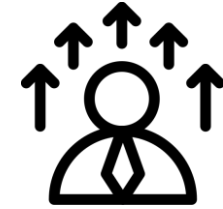
**Ensured Minimum  
Learning and  
Attainment (MLA)  
levels**



**Curriculum  
Development**



**Promote  
Accreditation and  
Institutional  
Development Plans**



**Faculty Development  
and Continuous  
Professional  
Development Programs**



**Student internships,  
apprenticeships and  
student progression**



**Learning and scale  
up of innovation, best  
practices**



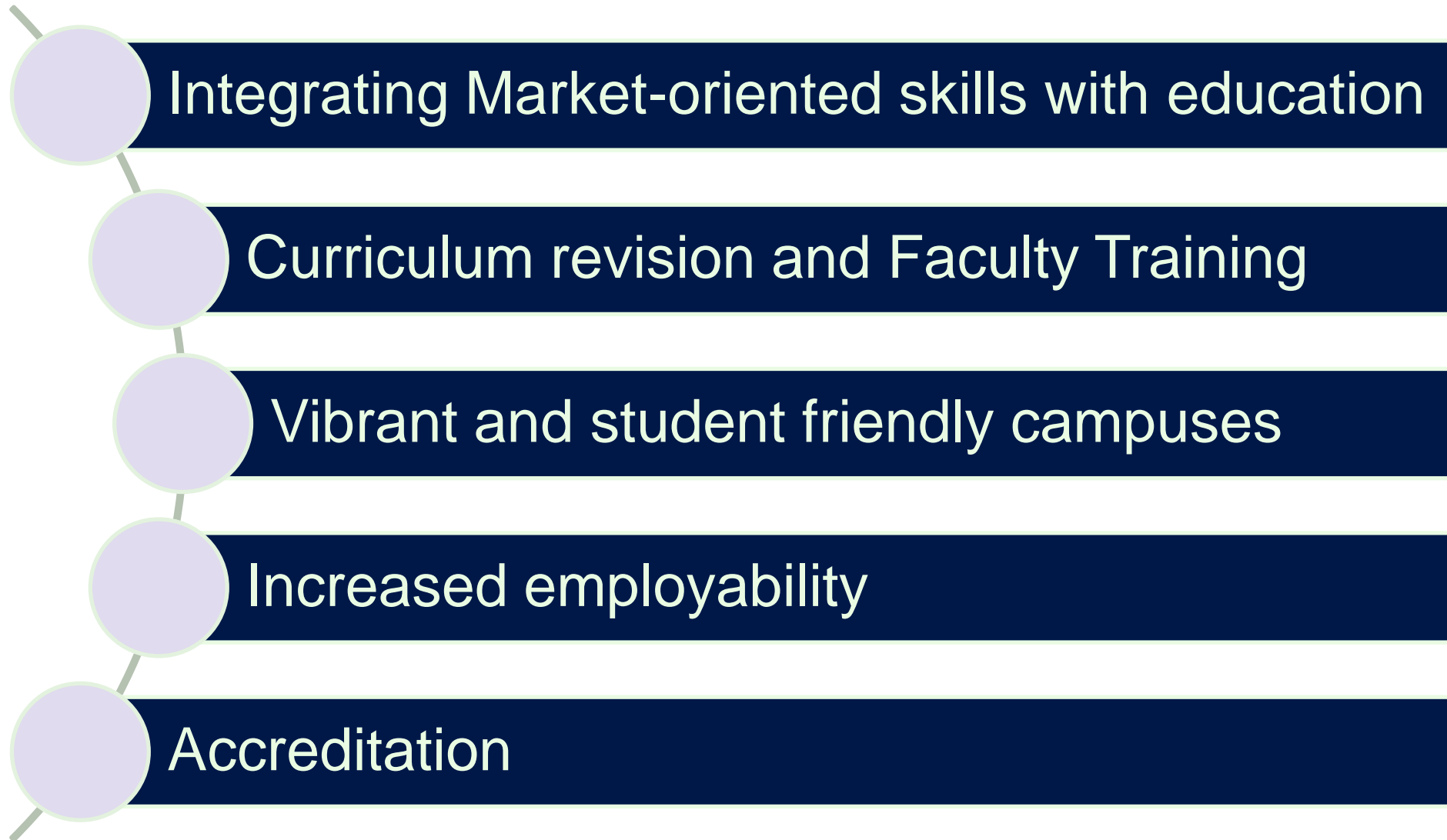
**Apply innovative  
pedagogies to  
achieve MLA**



**Evidence-based  
policy and decision  
making to benefit all  
the stakeholders**



# Required Focus on



# EXPECTED OUTCOMES

**01**

**Curriculum revision/development using outcome-based approach and benchmark curricula**

**02**

**Online learning and skill learning embedded**

**03**

**Completion and retention rates enhanced**

**04**

**Improved Research and Innovation capacity of Teachers and Students**

**05**

**Improved students progression to placement and /or Higher education**

**06**

**Build IQAS and colleges move towards accreditation/level accreditation**

# THE NEW PARADIGMS ARE CHARACTERIZED MAJOR CHANGES

- Shift in the objective of higher education from transmission of knowledge to **skill and competency building**
- Change in the curricular transaction from a teacher centered approach to a **student – oriented approach**
- Moving away from rigid curricula to a **flexible curricular structure**
- Growth in the new traditional modes of **educational provisions**
- Introduction of **new forms of educational delivery**

## THE NEW PARADIGMS ARE CHARACTERIZED BY THE FOLLOWING MAJOR CHANGES

- Replacing the traditional academic skills by **computer fortified skills**
- Moving away from career specific qualifications **towards more general training**
- Shift from a non – competitive ambience of higher education a **to a competitive environment.**
- Shift from national focus to **international orientation.**

# LEARNERS: DESIRABLE ATTRIBUTES

1. Ability for Learning to learn, on One's own
2. Zeal for life-long learning
3. Ability to get knowledge from other disciplines
4. Ability to work in a team
5. Exposure to commercial disciplines
6. Creative skills



“learning crisis”



## Quality as a “multi-dimensional entity ”

- Quality as fitness for purpose – **meeting stakeholder requirements**
- Quality as perfection or consistency - **conformity to agreed processes and reliable outcomes**
- Quality as value for money - **Accountability, efficiency and effectiveness**
- Quality as transformative - focus on **continuous enhancement and improvement**
- Quality as exceptional high standards – **Excellence**

# Quality Assurance

- a process of willing and deliberate efforts to discern, sustain and, wherever possible, enhance quality reflections in every aspect of the institutions functioning and embed -
  - capacity building
  - sustaining motivation
  - evolving innovative practices
  - critical self appraisal



# Key Recommendations for Reforming Accreditation

## Binary Accreditation

- Accredited /Not Accredited

1. (Awaiting Accreditation for those who are close to the threshold level and they will be mentored)

## Maturity-Based Graded Levels (Level 1 to 5)

- 'Level-5' Institutions of Global Excellence for Multi-Disciplinary Research and Education and 'Level 1' to 'Level 4' Institutions of National Excellence

## One Nation One Data Platform

- 2.
- 1) Single point data entry by HEIs with the provision for periodic updates (enabling 'ease of doing business' for HEIs and Agencies)
  - 2) Data Validation & Verification by respective Agencies and 'Single version of Truth' to be achieved through APIs
  - 3) Stakeholder Crowdsourcing as an approach for further validation and to ensure reliability of data submitted by HEIs

## Enable Choice-based Ranking System for Diverse Users

3. Potential users (students, funding agencies, industries etc.) could be enabled to make a more informed choice for studies, research and consultancy.

## Due consideration for Processes, Outcomes and Impact dimensions

4. Accredit with appropriate consideration for Inputs, Processes, Outcomes and Impact across different attributes of HEI (instead of more input-centric)

# Key Recommendations for Reforming Accreditation

5. **Consider heterogeneity of HEIs for defining metrics**  
Categorize them based on their orientation/vision and heritage/legacy, and then seek information from the HEIs that are appropriate for their category
6. **Include all HEIs and all programmes under Accreditation**  
Consider the statutory dispensations
7. **Handhold and Mentor the Institutions**  
Focus on Institutions falling 'far below the standards for accreditation'  
Rural & Remote location institutions
8. **Develop a 'Unified Elicitation Tool'**  
To collect the superset of data from HEIs for the varied purposes (approval, accreditation, ranking) with an in-built design for collateral cross-checking to check authenticity of data
9. **Trust the Institutions** (significant penalty for wrong submissions)  
Ensure public disclosure of relevant data by HEIs to enhance the overall credibility
10. **Amalgamate Programme and Institution-Accreditation**  
Considering their inter-dependency and evolve a Composite Assessment System
11. **Build a robust outreach mechanism**  
Effective methods of handholding the potential entrants

# Reformed Accreditation Process

## 1. Binary Accreditation

## 2. Maturity-based Graded Levels

- Focus on Outcomes and Processes
- Technology-driven system – No qualitative metrics
- Penalty for wrong submissions

# Institutional Ecosystem

## Policy:

- Strategic direction, governance framework, partnerships, proactive and responsive, innovative, integrated, setting and monitoring standards, participating in international discourse
- R&D- continuum of engagement
- Professional networks

National Frameworks  
Regional Frameworks  
Global Frameworks  
Partnerships

## Support:

Systems and structures – professional and administrative managed by continuous development of Staff Capacity

## Community:

Respect for & actively engaged in institutional activities & governance

## Leadership/Top Management:

- Strategically managing and empowering the staff: Infrastructure
- professionally supporting each other

## Faculty/Learning Environment:

- Qualified-Research oriented, motivated, active learner, collegial, supported, contributing to Institutional Dev.
- broad based,
  - Open to assessment
  - Learning resources
  - relevant curriculum
  - Inclusive

## Student:

Innovative, motivated, achieving breadth & depth of learning & social development, supported,

# Reformed Accreditation Process

S. No.	Attributes	Input/Process/Outcome
1	Curriculum Design	Input
2	Faculty Resources	
3	Infrastructure	
4	Financial Resources & Management	
5	Learning & Teaching	Process
6	Extended Curricular Engagements	
7	Governance and Administration	
8	Student Outcomes	Outcome
9	Research & Innovation Outcomes	
10	Sustainability Outcomes (Including Green Initiatives)	
	Uniqueness /Situatedness	Process/Outcome

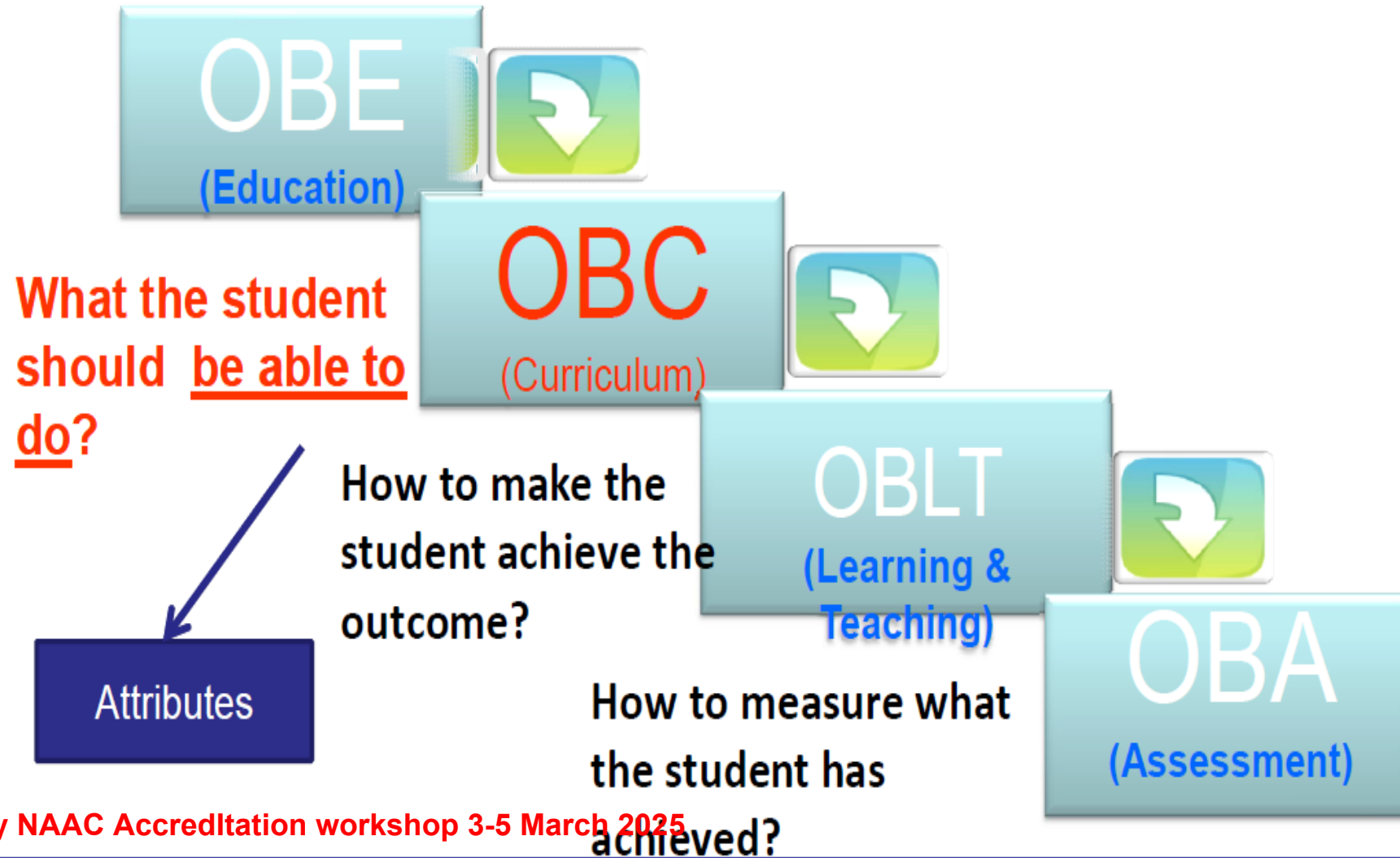
# Institute Should focus

- (i) **Curriculum revision** – Outcomes based, which focus on skills, innovation, lifelong learning, employability and overall development of students, Reforms in Examination system
- (ii) **Teacher Development** - Continuous professional development, Technology mediated learning ,innovative
- iii) **Research and Innovation** – Infrastructure, workload policies, incentives , collaborative research , support facilitating Projects and publication, patents and transfer of knowledge and technology, interaction with industry

## Attribute 1 – Curriculum

1.1.	Academic Enrichment	Number of non-credit courses offered during the last three years
1.2.	Enrollment in non-credit courses	% of students enrolled in non-credit courses during last three years
1.3.	Feedback to the affiliating University	Institution obtains feedback on the curriculum from the stakeholders, and comprehensive feedback is submitted to the University

# Outcome Based Education

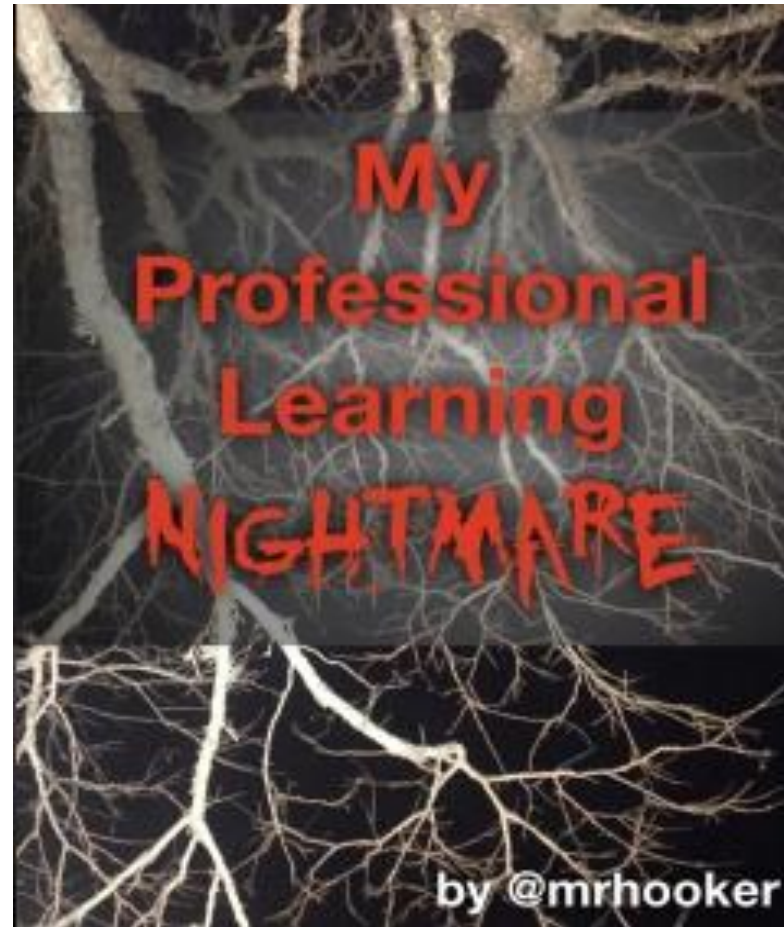




## Attribute 2 – Faculty Resources

2.1.	<b>Faculty Student Ratio</b>	Number of students per faculty during the last three years
2.2.	<b>Faculty Quality</b> <b>1. Teacher Qualifications</b> <b>2. Teacher Experience</b>	<b>1. Percentage of full-time teachers with doctoral degree and similar qualifications</b> <b>2. Average teaching experience of full-time teachers</b>
2.3.	<b>Faculty development</b>	Percentage of faculty attended orientation program/ faculty development programmes and/or refresher courses, training programmes (AICTE, UGC, ARPIT etc) and faculty sponsored for industrial training, fellowships etc.,

“learning crisis”



## Attribute 3 – Infrastructure

3.1.	<b>Physical Infrastructure</b>	Essential and Auxiliary (please specify number) Teaching Laboratories (Essential) 2. Hostel (Essential) 3. Canteen (Essential) 4. Sports facilities(Essential) 5. Grounds (Essential) 6. Separate, clean washrooms for girls and boys (Essential) 7. Potable drinking water facilities (Essential, yes/No) 8. Language lab (Auxiliary) 9. Gymnasium (Auxiliary) 10. Seminar halls (Auxiliary) 11. Faculty common room (Auxiliary)
3.2.	<b>Learning Resources</b>	Percentage expenditure for purchase of books, e-books /subscription to digital resources year-wise during last three years (INR in lakhs)

## Attribute 3 – Infrastructure

3.3.	<b>Divyangjan friendly facilities</b>	<p>Built environment with ramps/lifts for easy access to classrooms</p> <p>Divyangjan friendly washrooms</p> <p>Signage including tactile path, lights, display boards and sign posts</p> <p>Assistive technology and facilities for Divyangjan- accessible website, screen-reading software, mechanized equipment</p> <p>Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material</p>
3.4.	<b>IT Infrastructure</b>	<p>Total available bandwidth of internet connection in the Institution (in MBPS)</p> <p>Number of desktops/laptops available for student usage</p>

## Attribute 4 – Financial Resources

4.1	<b>Ratio of Capital Income Vs Capital Expenditure</b>	<p>a. Amount received towards Capital- Government grants, management contributions, loans, endowments etc. (INR in lakhs)</p> <p>b. Expenditure on various infrastructure like Instructional building, academic infrastructure including library, hostels, laboratory, equipment's, residences, amenities, payment of rentals (INR in lakhs)</p>
4.2	<b>Ratio of revenue income Vs revenue expenditure</b>	<p>a) Revenue income from multiple sources like Fees, R&amp;D grants, Salary Grants, Alumni contribution, Consultancy, Endowments, Scholarships, etc., (INR in lakhs)</p> <p>b) Revenue expenditure on various heads like salaries, maintenance, administration, scholarships &amp; assistance, electricity, transport, career guidance and skilling, employee benefits, extracurricular and co-curricular activities etc., (INR in lakhs)</p>
4.3.	<b>Financial Controls and Risk Management</b>	Mechanisms of financial control

# Higher Education Accelerating Learning



## Attribute 5 –Learning and Teaching

5.1.	<b>Pedagogical Approaches</b>	Teaching learning strategies include: <ol style="list-style-type: none"><li>1. Group- Learning and Teaching</li><li>2. Individual learning/self study</li><li>3. Peer teaching</li><li>4. Learning through problem-solving</li><li>5. Project based Learning</li></ol>
5.2.	<b>Learning Management System</b>	Effective use of the Institution's LMS <ol style="list-style-type: none"><li>1. Sharing teaching materials</li><li>2. Submission of Assignments</li><li>3. Assessment outcomes</li><li>4. Blended learning support</li></ol>



## Attribute 5 –Learning and Teaching

5.3.	<b>Online and Blended Learning</b>	Percentage of students completing online courses through SWAYAM and other recognized platforms
5.4.	<b>Internships, Projects etc.</b>	Percentage of students undertaking projects, internships and on-the-job-training (OJT)
5.5.	<b>Indian Knowledge System</b>	Promotion of Indian Knowledge System (IKS) through 1. Workshops/seminars on IKS 2. Certificate Courses on IKS 3. Promotion of students projects and researches on IKS



## Attribute 5 –Learning and Teaching

5.6.	<b>Assessment Components</b>	<p>The Continuous Evaluation system involves the following:</p> <ol style="list-style-type: none"><li>1. Quiz with MCQ</li><li>2. Case Study</li><li>3. Projects</li><li>4. Assignments</li><li>5. Seminar Presentations</li><li>6. Other please specify (For eg: Self-assessment, Peer Assessment, Assessment of Vocational Skills)</li></ol>
5.7.	<b>Catering to Diversity</b>	<p>Support for Differential Learning include</p> <ol style="list-style-type: none"><li>1. Remedial Teaching</li><li>2. Bridge Courses</li><li>3. Enrichment Courses</li><li>4. Language Proficiency Courses</li><li>5. Teaching and writing examinations in Bharatiya Bhashas</li></ol>

Students Experiences through Curriculum and Teaching are  
Central to Educational Quality



Students are Empowered to Build a Bright Future for Themselves and Societies' through Improved Learning outcomes and Development of Life Skills, which includes Digital skills

## Attribute 6 – Extended Curricular Engagements

6.1.	<b>Domain related clubs, activities and festivals</b>	<ul style="list-style-type: none"><li>1. Number of Domain clubs</li><li>2. Total number of activities</li><li>3. Number of institutions participated in the domain related festivals</li><li>4. Number of Industry bodies involved</li><li>5. Number of Professional bodies involved</li><li>6. Number of Hackathons / workshops conducted</li></ul>
6.2.	<b>Cultural clubs and activities and festivals</b>	<ul style="list-style-type: none"><li>1. Number of cultural clubs</li><li>2. Total number of activities</li><li>3. Number of institutions participated in the cultural festivals</li><li>4. Number of activities to celebrate diversity (such as Ek Bharat Shreshta Bharat programme)</li></ul>

## Attribute 6 – Extended Curricular Engagements

6.3.	<p><b>(1) Mental well being clubs and activities</b></p> <p><b>(2) Mental well being clubs and activities</b></p>	<p>1. Number of activities involving the promotion of mental well being such as Yoga, Counselling, Meditation etc.</p> <p>2. Student Mentoring activities include</p> <ol style="list-style-type: none"> <li>1. Student counseling</li> <li>2. Training the faculty to identify student psychological issues</li> <li>3. Availability of trained counsellors for remedy etc.</li> </ol>
6.4.	<b>Value Education</b>	<p>Activities which focus on inculcating values, ethics, morals, etc.</p> <ol style="list-style-type: none"> <li>1. Number of courses on Value Education (credit/noncredit)</li> <li>2. Number of lectures/seminars</li> </ol>
6.5.	<b>Sports clubs/teams and activities</b>	<p>Percentage of students participated in the sports events organized by other institutions at the State and National/international levels</p>

## Attribute 6 – Extended Curricular Engagements

6.6.	<b>(1) Community focused activities</b>	<p>The social awareness activities conducted by the institution in communities</p> <ol style="list-style-type: none"> <li>1.Improve gender ratio ,</li> <li>2. Improved literacy levels , GER</li> <li>3. Clean Village, Disease free village</li> <li>5. Awareness on finiteness of resources</li> <li>6. Constitutional awareness</li> <li>7. Eco-friendly communities/village</li> <li>9. Empowered women communities</li> <li>10. School reach-out programs</li> <li>11. Energy literacy awareness</li> <li>12. Any other social awareness and impactful activities</li> </ol>
	<b>(2) Hygiene related activities, medical camps, blood donation camps, promoting village sports, educating rural students etc.</b>	<ol style="list-style-type: none"> <li>1.Medical camps</li> <li>2. Blood donation camps</li> <li>3. Promoting village sports</li> <li>4. Educating rural students</li> </ol>
	<b>(3) Adoption of villages (such as UBA)</b>	Yes/No



# Social Outreach

- Institutional values
- Institutional values



Be The Change  
**ISR**



## Attribute 7 – Governance and Administration

7.1.	<b>Institutional Development Plan (IDP)</b>	<p>The Institution has clearly <b>stated vision and mission</b> and well <b>aligned with Institutional Development Plan (IDP)</b> / strategic plan by promoting the same through:</p> <ol style="list-style-type: none"><li>1. The IDP/ strategic plan along with long term goals, Operational Goals, clearly defined milestones are widely published and hosted on institutional website.</li><li>2. Displaying vision and mission and <b>quality policy</b> in various strategic locations, on the website, brochures, and advertisements.</li></ol>
7.2.	<b>Effective leadership is reflected in various Institutional practices</b>	<ol style="list-style-type: none"><li>1. Adequate representation of stakeholders in decision-making</li><li>2. Delegation of administrative powers</li><li>3. Delegation of financial powers</li><li>4. Effective feedback system</li><li>5. Inclusion and diversity in leadership (eg. gender/cadre)</li></ol>

# IDP/Strategic Planning

Data defines strategies



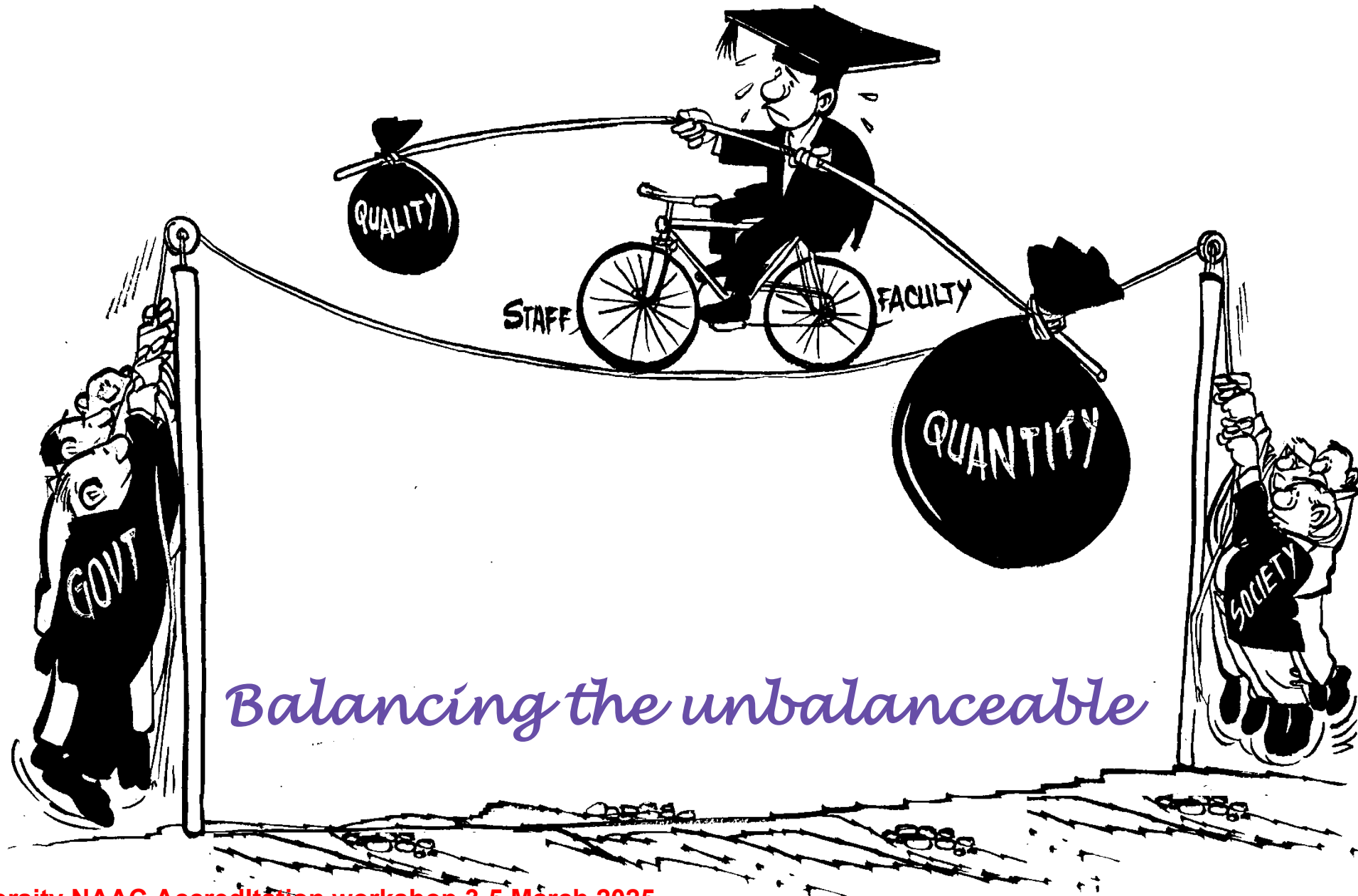


## Attribute 7 – Governance and Administration

7.3.	<b>Quality Assurance System</b>	<p>Dynamic Internal Quality Assurance Centre/System</p> <ol style="list-style-type: none"><li>1. IQAS/IQAC is aligned with IDP and involves all relevant stakeholders</li><li>2. The IQAC/IQAS intertwines its activities with various committees of the institution</li><li>3. The IQAC/IQAS promotes quality with activities such as orientation programmes on institutional quality, seminars, workshops etc.,</li><li>4. Practice of Quality circles</li></ol>
7.4.	<b>Student and Employee Welfare</b>	<p>Institution effective welfare measures for teaching and non-teaching staff and other beneficiaries :</p> <ol style="list-style-type: none"><li>1. Subsidized interest/interest free loans or consideration/concession to employees' dependents in admission</li><li>2. Health and life Insurance schemes</li><li>3. Scholarships for needy students, free ships/ fee waivers</li></ol>

## Attribute 7 – Governance and Administration

7.5.	<b>Efforts for Employability</b>	<ol style="list-style-type: none"><li>1. Life skill Workshops</li><li>2. Personality development</li><li>3. Aptitude development</li><li>4. Communication development</li><li>5. Organizing pooled campus interviews / Job Fair/Placement Drives</li><li>6. Mentoring/Career counseling for Employability</li></ol>
7.6.	<b>Grievance handling</b>	<p>Mechanisms available for grievance handling</p> <ol style="list-style-type: none"><li>1. Internal Complaints committee</li><li>2. Anti Ragging Cell</li><li>3. Counseling Centre</li><li>4. Grievance redressal Cell</li><li>5. Ombudsperson</li><li>6. Equal Opportunity like SC/ST, OBC/Minority cells etc.</li><li>7. Specify if, any other Cell</li></ol>



## Attribute 7 – Governance and Administration

7.7.	<b>e-governance</b>	<p>Institution has implemented policy on Digital India and its e-governance activities are reflected through:</p> <ol style="list-style-type: none"><li>1. NAD implementation</li><li>2. ABC implementation</li><li>3. Administration including complaint management and paperless office.</li><li>4. Finance and Accounts through digital systems</li><li>5. Use of e-governance/ institutional MIS/ERP or similar platform</li></ol>
7.8.	<b>Faculty Retention</b>	<p>Average percentage of full-time teachers retained year-wise during the last three years</p> <ol style="list-style-type: none"><li>1. Number of full-time teachers worked during the year prior to the last three years of the assessment period</li><li>2. Number of full-time teachers worked in the institution out of number of full-time teachers from the preceding academic year</li></ol>

## Attribute 8 – Student Outcomes

8.1.	<b>Student Enrolment</b>	Percentage of students admitted in first year of the programmes against the sanctioned seats during the last three years.
8.2.	<b>Pass percentage</b>	Pass percentage of students during last three years (excluding backlog students) 1. Number of final year students who passed the university examination year-wise during the last three years 2. Number of final year students who appeared for the university examination year-wise during the last three years
8.3.	<b>Graduate Progression</b>	Percentage of graduates progressed to higher education/ placements/employment, self-employment/entrepreneur and research

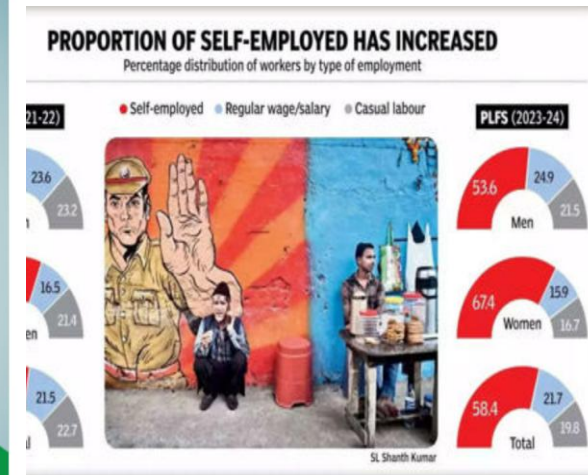
## Attribute 8 – Student Outcomes

8.4.	<b>Awards/Prizes/Recognitions in curricular and extended curricular areas</b>	<p>Number of external Academic Awards and Recognitions received by the students in the assessment period.</p> <p>Number of external awards/ medals for outstanding performance in extended curricular activities and sports at state/ regional/ national/ international events for students in the last three years</p>
8.5.	<b>Learning Experience (Student /Alumni )</b>	<p>Survey (Database of all students on roll and alumni in past three years )</p>

# Student Support and Progression



- Rules of the skilling game: Top universities and



### BIG GAPS IN SALARIES OF MEN AND WOMEN

Average salary (Rs/month) for different categories of workers

	Regular Employees			Casual Labour (30 days)			Self-Employed		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
July - Sept 2023	21,478	15,790	20,095	13,170	8,790	12,120	15,317	5,297	12,685
Oct - Dec 2023	21,963	16,621	20,575	13,530	8,790	12,480	15,654	5,384	13,044
Jan - March 2024	22,554	16,546	21,036	13,530	8,790	12,570	16,334	5,503	13,487
April - June 2024	22,375	17,034	21,103	13,770	9,180	12,990	16,723	5,803	13,900

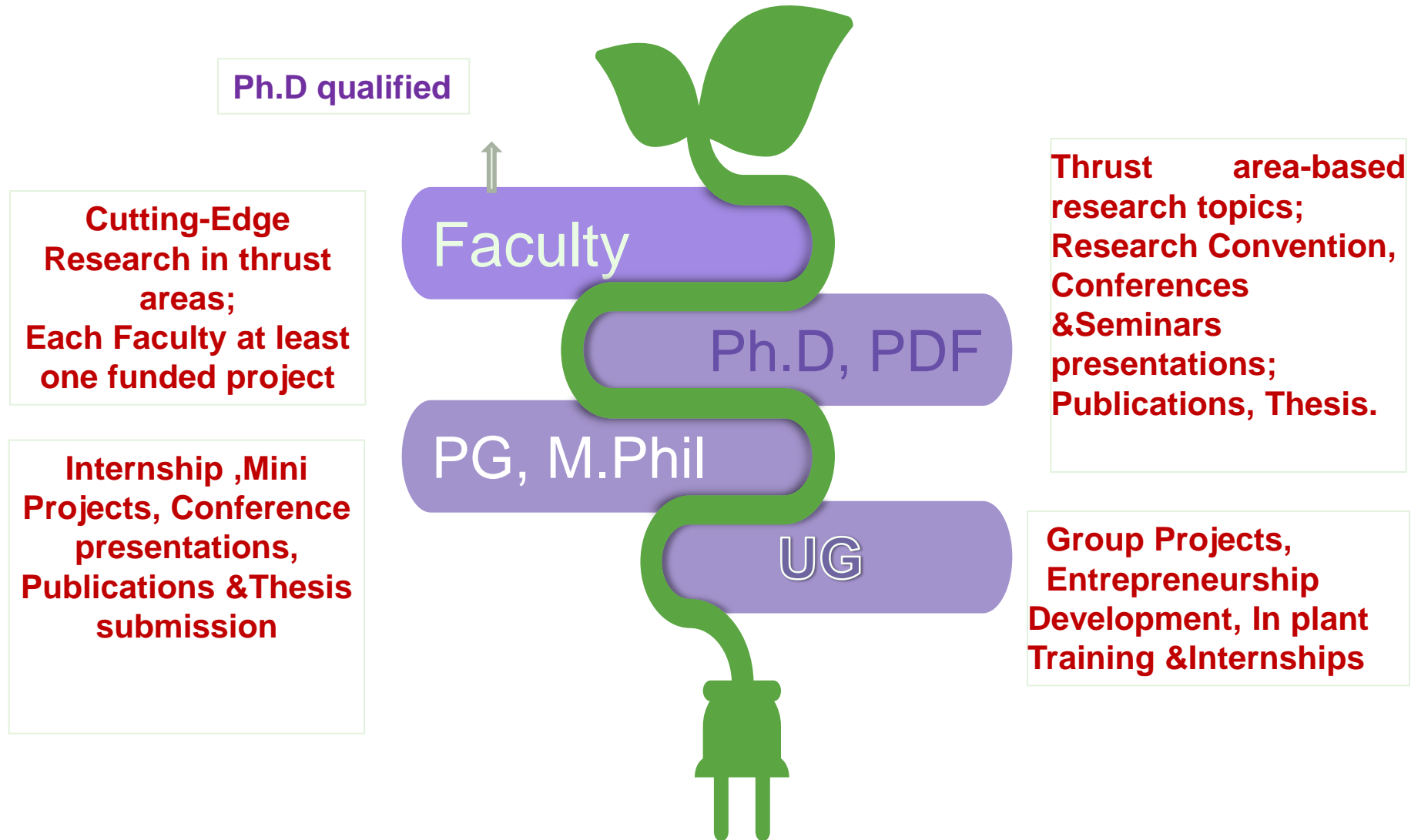
Rate of unemployment unchanged at 3.2% in year ending June 2024: Govt data

## Attribute 9 – Research and Innovation Outcomes

9.1.	<b>External Research Grants</b>	<p>1. Number of externally funded research projects through Government and non-government sources such as industry, corporate houses, international bodies (<b>for non govt. grants more than 10 lakhs</b>)</p> <p>2. Total grants received from government/non-government sources such as industry, corporate houses, national and international bodies for research project (INR in Lakhs).</p>
9.2.	<b>Research Publications</b>	<p>a. Number of publications in peer reviewed journals listed in SCOPUS/WoS/UGC Care and in <b>indexed conference proceedings (external) /book chapters (external)</b>.</p> <p>b. Number of books published by the faculty including books <b>translated</b> in Bhartiya Bhasha</p>
9.3.	<b>PhDs Awarded</b>	<p>Ph.D s awarded per eligible guide during the last three years by the institution</p> <p>1. Number of PhDs awarded by the institution under eligible guide during the last three years</p> <p>2. Number of full-time teachers as eligible guides</p>



## Research manpower at various levels



## Attribute 10 – Sustainability Outcomes and Green Initiatives

10.1	<b>Community activities</b>	<ol style="list-style-type: none"> <li>1. Percentage of students participated in community activities</li> <li>2. Percentage of community activities conducted in collaboration with industry/NGOs/ Professional bodies</li> </ol>
10.2	<b>Waste and Water Management</b>	<p>The institution effectively implements measures to conserve resources and manage waste through:</p> <ol style="list-style-type: none"> <li>1. Rainwater Harvesting Structures like Bore well recharge, Open well Recharge, Check dams, percolation and the like.</li> <li>2. Waste water recycling and management</li> <li>3. Segregation of Solid Waste at Source</li> <li>4. Bio-Waste Management Plants</li> </ol>
10.3	<b>Progressing towards Net Zero</b>	<p>The facilities for alternate sources of energy and energy conservation measures the institution includes:</p> <ol style="list-style-type: none"> <li>1. Solar energy</li> <li>2. Wind energy</li> <li>3. Use of LED bulbs/ power efficient equipment</li> </ol>

## Attribute 10 – Sustainability Outcomes and Green Initiatives

10.4.	<b>Green Audits and Initiatives</b>	<b>Environmental Quality of the institution and its surrounding is regularly monitored by:</b> 1. Energy Audit/Green Audit 2. Maintaining Clean and Green Campus 3. Beyond campus initiatives 4. Use of electric vehicles
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**Uniqueness/ Situatedness:** Some examples

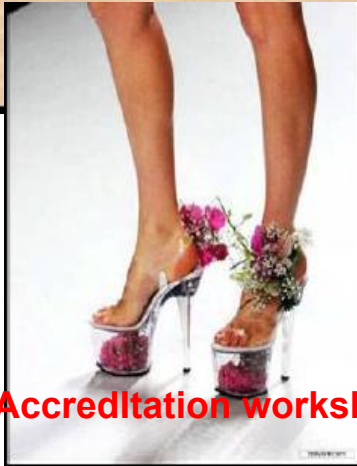
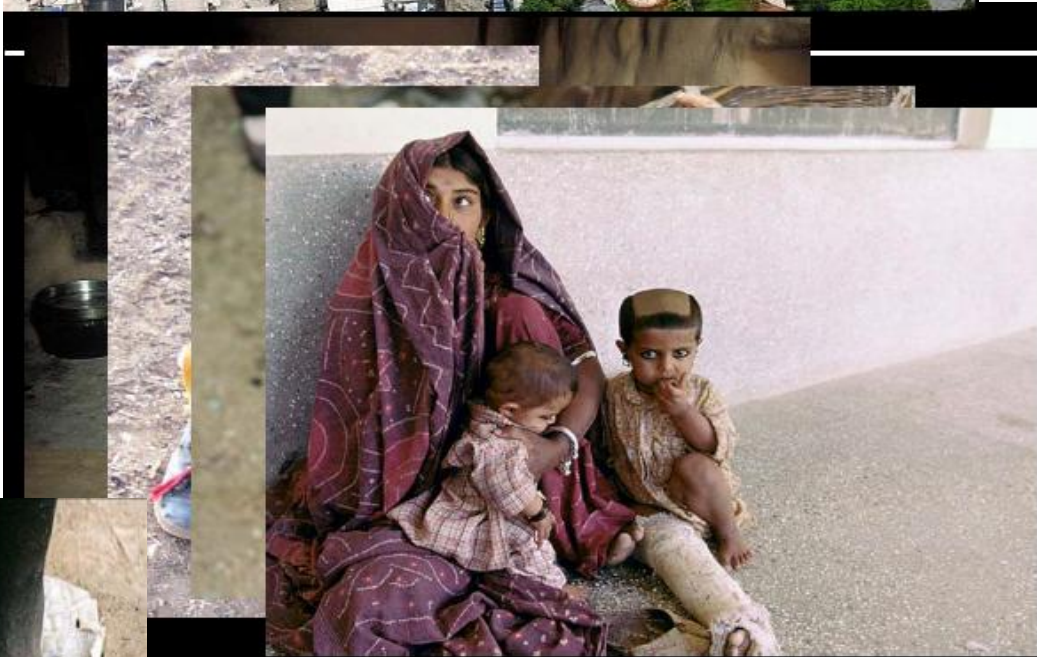
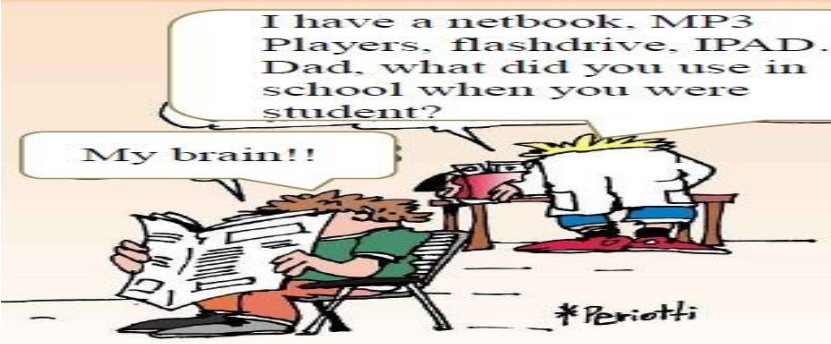
1. Focus on **first generation graduates passed out** of institution in last 3 years- to be measured through percentage of students, and also the **process of achieving it**

2.Focus on extremely **disadvantaged section of society such as from BPL families, slum dwellers or migrant workers , etc.** - to be measured through percentage of students, and also the process of achieving it

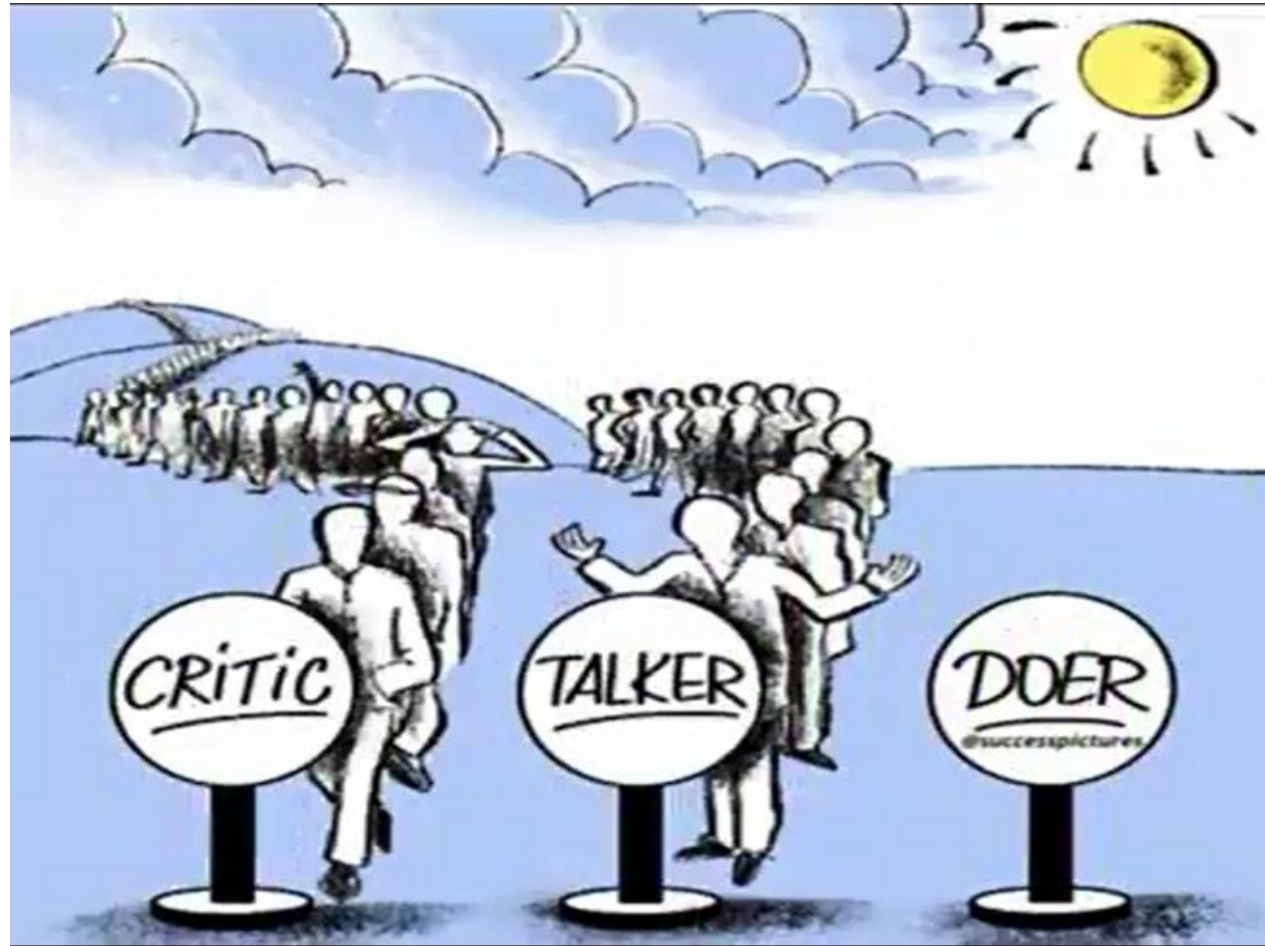
3.Focus on **promoting national excellence in Profession, Sports and Service**  
**Number of faculties/ alumni conferred Padma awards or Khel Ratna or equivalent national awards** by the government for contributions to cultural , social or fields

4. Focus on **promoting international excellence in Profession, Sports and Service**  
Number of faculties / alumni receiving **Olympic medals, world championship ,Nobel prize or equivalent** international awards





# Have lot of opportunities and challenges





# The Support Mechanisms

Establishment of a National Research Foundation(NRF) to fund outstanding peer-reviewed research and to actively seed research in universities and colleges.

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Core Research Grant (CRG)

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Fund for Industrial Research Engagement (FIRE)

Intensification of Research in

Empowerment and Equity Opportunities for Excellence in

Start-up Research Grant (SRG)

Abhyaas

Mission अभ्यास (Skill Development) ABHYAAS

Mission 'ABHYAAS' is an attempt to boost Research and Development in the country by enabling and grooming potential PG / PhD level students by developing dedicated research skills in selected areas / disciplines / fields through high-end workshops and research internships. This is especially important for those researchers who have limited opportunities to access such learning capacities / facilities / infrastructure. This Mission will be achieved through two of its subcomponents / programs, namely 'KARYASHALA' (High End Workshops) and 'VRITIKA' (Research Internships).

कार्यशाला (High - End Workshops)

वृत्तिका (Research Internships)

Samoochan

Mission समूह (Bring Together) SAMOOCHAN

Mission 'SAMOOCHAN' marks the beginning of Accelerate Vigyan. It aims to encourage, aggregate and consolidate interactions in the country under one common roof. This mission, through its wide knowledge base caters to Departments, Institutes in Science & Technology as well as stakeholders - Mentors, Coordinators, Participant Mission will be achieved through two of its subcomponents/schemes, namely 'SANGOSHTHI' (existing Semir SERB) and 'SAYONJIKA' (aggregation of all the major capacity building activities of all science departments/m subcomponents/programs are explained in the succeeding paragraphs.

Research Networking

National

Impacting Research Innovation and Technology (IMPRINT - II)

Prime Minister's Fellowship for Doctoral Research

International

Visiting Advanced Joint Research (VAJRA) Faculty Scheme

SERB International Research Experience (SIRE)

Overseas Visiting Doctoral Fellowship

Awards & Fellowships

J C Bose National Fellowship

Abdul Kalam TIN Fellowship

Ramanujan Fellowship

National Post Doctoral Fellowship

SERB Research Scientists Scheme

SERB POWER Fellowship

SERB - Women Excellence Research Grant

Teachers Associateship for Research Excellence (TARE)

SERB Science and Technology Award for Research (SERB-STAR)

# Ensuring Equitable Use of Technology

## National Educational Technology Forum (NETF)

- **Online teaching platform and tools:** Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners.
- **Content creation, digital repository, and dissemination:** A digital repository of content including creation of coursework, Learning Games & Simulations, articulate new directions for research and innovations
- **Addressing the digital divide:** Given the fact that there still persists a substantial section of the population whose digital access is highly limited, build intellectual and institutional capacities in educational technology



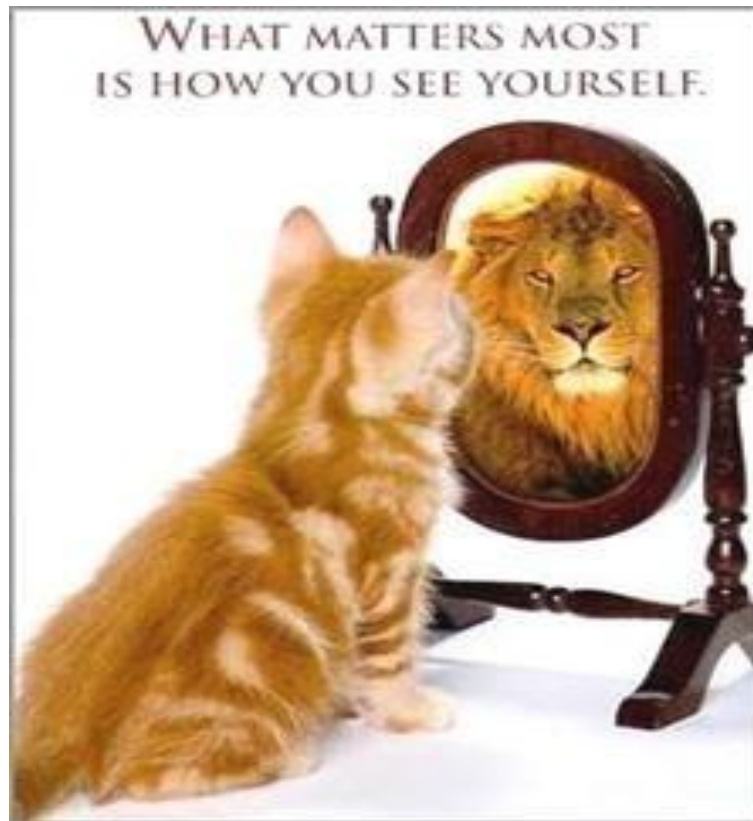
# Our Journey- Quality Assurance

## Accountability and Improvement

- **Accountability** – Quality as fitness for purpose  
Keeping up to the commitments made and stakeholders requirements and satisfaction
- **Improvement** – Quality as transformative  
Institutions efforts towards excellence in its operations



When ambition meets opportunity, anything  
is possible.....





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