

NAAC

Institutional Accreditation

Manual for Self-study Report
for
Teacher Education Institutions



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(An Autonomous Institution of the University Grants Commission)

PREFACE

It is heartening that National Assessment and Accreditation Council (NAAC) has brought in new spirit into its process of Assessment and Accreditation (A&A). This has been attempted as a continuance of the NAAC's concern for ensuring that its processes are in tune with local, regional and global changes in higher education scenario. The current process of A&A is being adopted from July 2017. The main focus of the revision process has been to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and scalable as well as make it ICT enabled. It also has reduced duration of accreditation process.

In tune with NAAC A&A Framework, Teacher Education Manual is revised making it ICT enabled. The revised manual is an outcome of the requests / concerns received by NAAC. National Consultative Meetings were held with the experts from Teacher Education field comprised of policy makers to implementers both from University and college systems. This manual covers all the three streams of Teacher Education namely – General, Physical Education and Special Education. An attempt has been made to bring in distinctiveness and professional elements of the sectors into the manual covering the major components of the new curriculum frame work for teacher education especially inclusion of internship and enhanced duration.

Teacher Education Institutions (TEIs) desirous of seeking accreditation from now on will need to understand the changes made in the process. In an effort to enhance the accountability of the accrediting agency as well as the institutions applying for accreditation, it is advised to look into the latest developments on the website of NAAC.

The contribution of the experts and NAAC officials/staff in developing the Manual is gratefully acknowledged.

November, 2019
Bengaluru

(Dr. S. C. Sharma)
Director, NAAC

CONTENTS		Page No.
Preface		2
SECTION A: Guidelines for Assessment and Accreditation		4
I.	Introduction	5
	Vision and Mission	5
	Core Values	6
II.	Assessment and Accreditation of Higher Education Institutions	8
	Revised Assessment and Accreditation (A&A) Framework	9
	Focus of Assessment	9
III.	The Teacher Education Focus	10
IV.	Quality Indicator Framework (QIF) for TE–A Description	11
V.	Eligibility for Assessment and Accreditation by NAAC	25
VI.	The Assessment Process	26
VII.	Procedural Details	29
VIII.	Assessment Outcome	32
IX.	Calculation of Institutional CGPA	32
X.	Mechanism for Institutional Appeals	33
XI.	Re-Assessment	34
XII.	Subsequent Cycles of Accreditation	34
XIII.	Fee Structure and other Financial Implications	36
XIV.	Getting Ready for Submission of Self - Study Report (SSR)	39
XV.	Mandatory Disclosure on HEI's Website	41
SECTION B: Self - Study Report (SSR)		42
I.	Executive Summary	43
II.	Profile of the Institution	44
III.	Extended Profile of the Institution	51
IV.	Quality Indicator Framework (QIF) for TE	53
SECTION C: Appendices		113
I.	Appendix 1: Glossary and Notes	114
II.	Appendix 2: Abbreviations	117
III.	SSS Questionnaire	119

SECTION A: GUIDELINES FOR ASSESSMENT AND ACCREDITATION

This Section presents the NAAC framework for Assessment and Accreditation based on the Core Values and Criteria for assessment and Key Indicators. The specific focus is on Teacher Education and so appropriate variations are made. Further, it details out the procedures for institutional preparation for filling up the Self Study Report online, Peer Assessment and the final Outcome of Accreditation. The procedure for re-assessment, mechanism for institutional appeals and accreditation of subsequent cycles are also presented.

I. INTRODUCTION

India has one of the largest and diverse education systems in the world. Privatization, widespread expansion, increased autonomy and introduction of Programmes in new and emerging areas have improved access to higher education. At the same time, it has also led to wide spread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) spelt out strategic plans for the policies, advocated the establishment of an independent National accreditation agency. Consequently, the National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission (UGC) with its Head Quarters in Bengaluru. The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs) including three streams of Teacher Education- General, Special Education and Physical Education.

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

Vision and Mission

The vision of NAAC is:

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

The mission statements of the NAAC aim at translating the NAAC's vision into action plans and define NAAC's engagement and endeavor as given below:

- *To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*
- *To stimulate the academic environment for promotion of quality in teaching-learning and research in higher education institutions;*
- *To encourage self-evaluation, accountability, autonomy and innovations in higher education;*

- *To undertake quality-related research studies, consultancy and training programmes, and*
- *To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Striving to achieve its goals as guided by its vision and mission statements, NAAC primarily focuses on assessment of the quality of higher education institutions in the country. The NAAC methodology for Assessment and Accreditation is very much similar to that followed by Quality Assurance (QA) agencies across the world and consists of self-assessment by the institution along with external peer assessment organized by NAAC.

Core Values

Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization (including liberal cross-border and trans-national educational imperatives), have necessitated marked changes in the Indian higher education system. These changes and the consequent shift in values have been taken into cognizance by NAAC while formulating the core values. Accordingly, in order to ensure external and internal validity and credibility, the QA process of NAAC is grounded within a value framework which is suitable and appropriate to the National context.

The accreditation framework of NAAC is thus based on five core values detailed below.

(i) Contributing to National Development

Most of the HEIs have a remarkable capacity to adapt to changes and at the same time, pursue the goals and objectives that they have set forth for themselves. Contributing to national development has always been an implicit goal of Indian HEIs. The role of HEIs is significant in Human Resource Development and capacity building of individuals, to cater to the needs of the economy, society and the country as a whole, thereby, contributing to the development of the Nation. Serving the cause of social justice, ensuring equity and increasing access to higher education are a few ways by which HEIs can contribute to the national development. It is therefore appropriate that the Assessment and Accreditation (A&A) process of NAAC looks into the ways HEIs have been responding to and contributing towards national development.

(ii) Fostering Global Competencies among Students

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

(iii) Inculcating a Value System among Students

Although skill development is crucial to the success of students in the job market, skills are of less value in the absence of appropriate value systems. The HEIs have to shoulder the responsibility of inculcating desirable value systems among students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever may be the pluralities and diversities that exist in the country, there is a persisting concern for inculcating the core universal values like truth and righteousness apart from other values emphasized in the various policy documents of the country. The seeds of values such as cooperation and mutual understanding during the early stages of education have to be reiterated and re-emphasized at the higher education also through appropriate learning experiences and opportunities. The NAAC assessment therefore examines how these essential and desirable values are being inculcated in the students by the HEIs.

(iv) Promoting the Use of Technology

Most of the significant developments that one can observe today can be attributed to the impact of Science and Technology. While the advantages of using modern tools and technological innovations in the day-to-day-life are well recognized, the corresponding changes in the use of new technologies, for teaching learning and governance of HEIs, leaves much to be desired. Technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. At a time when our educational institutions are expected to perform as good as their global partners, significant technological innovations have to be adopted. Traditional methods of delivering higher education have become less motivating to a large number of students. To keep pace with

the developments in other spheres of human endeavor, HEIs have to enrich the learning experiences of their students by providing them with state-of-the-art educational technologies. The campus community must be adequately prepared to make use of Information and Communication Technology (ICT) optimally. Conscious effort is also needed to invest in hardware and to orient the faculty suitably.

In addition to using technology as a learning resource, managing the activities of the institution in a technology-enabled way will ensure effective institutional functioning. For example, documentation and data management in the HEIs are areas where the process of assessment by NAAC has made a significant impact. Moving towards electronic data management and having institutional website to provide ready and relevant information to stakeholders are desirable steps in this direction. In other words, effective use of ICT in HEIs will be able to provide ICT literacy to the campus community, using ICT for resource sharing and networking, as well as adopting ICT-enabled administrative processes. Therefore, NAAC accreditation would look at how the HEIs have put in place their electronic data management systems and electronic resources and their access to internal and external stakeholders particularly the student community.

(v) Quest for Excellence

Contributing to nation-building and skills development of students, HEIs should demonstrate a drive to develop themselves into centers of excellence. Excellence in all that they will contribute to the overall development of the system of higher education of the country as a whole. This ‘*Quest for Excellence*’ could start with the assessment or even earlier, by the establishment of the Steering Committee for the preparation of the Self - Study Report (SSR) of an institution. Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution.

The five core values as outlined above form the foundation for assessment of institutions that volunteer for accreditation by NAAC. The HEIs may also add their own core values to these in conformity with the goals and mission.

II. ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

The NAAC has been carrying out the process of quality assessment and accreditation of HEIs over the past two decades. Several HEIs ranging from universities, autonomous colleges to constituent colleges and affiliating colleges have gone through this process and a sizeable number has also undergone subsequent cycles of accreditation. True to its commitment for promoting quality culture in HEIs in consonance with the overall developments in the field of education as well as the outside world, NAAC has strived to be sensitive to these and adequately

reflect these in its processes. Recently, NAAC has appropriately diversified its A&A process so as to adequately capture the unique features of professional education. Separate Manuals and QIFs have been developed for Medical and Health Sciences, Teacher Education, Sanskrit Universities Open and Distance Education and Dual mode Universities.

The A&A process of NAAC continue to be an exercise in partnership of NAAC with the HEI being assessed. As is known by now, the A&A process of NAAC has been revised and this revision attempts to enhance such a partnership. Over years the feedback procured from the HEIs, other stakeholders and the developments in the national scene – all have contributed in making appropriate revisions in the process so as to accelerate the process with greater quality rigor.

Revised Assessment and Accreditation (A&A) Framework

The Revised Assessment and Accreditation Framework has been adopted since 2017. It represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. The Shift is:

- from qualitative peer judgment to data based quantitative indicator evaluation with increased objectivity and transparency
- towards extensive use of ICT confirming scalability and robustness
- in terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on
- in terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks
- in introducing *System Generated Scores* (SGS) based on online evaluation followed by Peer Team evaluation
- in introducing the element of *third-party validation* of data
- in providing appropriate differences in the metrics, weightages and benchmarks to various HEIs as required
- in revising several metrics to bring in enhanced participation of various stake holder particularly students and alumni in the assessment process
- differentiating the specific features of different professional education institution appropriately in their respective Manuals.

Focus of Assessment

The NAAC continues with its focus on quality culture in the HEIs in terms of Quality Initiatives, Quality Sustenance and Quality Enhancement as reflected in its vision, organization, operations

and the processes. Experience has reiterated that these can be ascertained either by on site observations and/or through the facts and figures about the various aspects of institutional functioning as reported in SSR. The Revised Manual places greater confidence in the latter as reflective of internal institutional processes.

In line with NAAC's conviction that quality concerns are essentially institutional, Quality Assessment (QA) can better be done through self-evaluation. The self-evaluation process and the subsequent preparation of the Self Study Report (SSR) to be submitted to NAAC involves the participation of all the stakeholders – management, faculty members, administrative staff, students, parents, employers, community and alumni. While the participation of internal stakeholders i.e. management, staff and students provide credibility and ownership to the activity and could lead to newer initiatives, interaction with the external stakeholders facilitate the development process of the institution and their educational services. Overall, the QA is expected *to serve as a catalyst for institutional self-improvement, promote innovation and strengthen the urge to excel.*

It is attempted to enlarge the digital coverage of the entire process of A&A. This, it is believed, will not only accelerate the process but also bring in greater objectivity into it.

In recognition of the possible differentiation required in respect of HEIs which are going for subsequent cycles of A&A, appropriate scope has been provided in the Process. This will allow the HEIs to appropriately represent the developments they have attempted after the previous A&A cycle.

III. THE TEACHER EDUCATION FOCUS

Teacher Education (TE) is a network of varied teacher preparation and teacher development programmes for the various stages of education particularly, school education. The teacher preparation programmes are usually the pre service preparatory programmes for different levels of school education. These include,

- Preschool/ Montessori teacher education which is usually in the form of certificate/diploma programmes,
- Early Childhood Care & Education - ECCE,
- Elementary teacher preparation usually in the form of D.El.Ed. or a two-year diploma programme, or four year B.El.Ed. and,
- Secondary teacher preparation which is a bachelor degree programme (B.Ed.) after graduation or integrated four year B Ed after +2.

Teacher Education (TE) is going through a period of changes. Recent developments in school education in particular and advancements in knowledge and technology of teaching learning

have placed newer challenges on TE. Quality concerns also naturally need to be pertinent in such a context. The A&A process needs to be sensitive and appropriate keeping in view the advancements in knowledge, technology as well as field demands.

This Manual is in line with the overall Quality Indicator Framework adopted by NAAC which is detailed below. However, the specifics within the Framework are rendered pertinent to Teacher Education, wherever necessary.

For ease of understanding certain terms have been used with a specific connotation throughout. They are:

1. *Institution= TEI*
2. *Student= student of TEI; student teacher*
3. *Teacher= teacher of the TEI; teacher educator*

IV. QUALITY INDICATOR FRAMEWORK (QIF) FOR TE - A DESCRIPTION

The criteria-based assessment forms the backbone of A&A process of NAAC. The QIF for TE also adopts the same Framework comprising seven Criteria. The seven criteria represent the core functions and activities of a TEI. In the revised framework not only the academic and administrative aspects of institutional functioning but also the emerging issues have been included. The seven Criteria to serve as basis for assessment of TEIs are:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research and Outreach Activities
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Under each Criterion a few Key Indicators (KI) are identified. These Key Indicators (KIs) are further delineated as Metrics which actually elicit responses from the TEIs. KIs and the Metrics have been suitably modified to suit the TE requirements. The seven criteria along with their KIs are given below explicating the aspects they represent.

Criterion I: - Curricular Aspects

The Curricular Aspects are the main stay of any educational institution. However, the responsibilities of various TEIs in this regard vary depending on their academic and administrative standing. That is, an Affiliated College is essentially a teaching unit which

depends on a larger body namely university for legitimizing its academic and administrative processes. Its engagement with curricular aspects is mainly in their implementation while its participation in curriculum development, procedural detailing and assessment procedures is peripheral and these are “givens”; that is, these are essentially prescribed by the university to which the college is affiliated. Whereas, a University has the mandate to visualize appropriate curricula for particular programmes, revise/update them periodically, and ensure that the outcomes of its programmes are defined by its bodies. However, every college visualizes the way it is going to adopt the ‘prescribed’ curriculum and specifications in such a way that the actual practice is rendered suitable to the institutional goals as well as its resource potential and local conditions. This process reflects the TEI’s sensitivity to student diversity and the kinds of diverse supports or ‘enrichment’ provided to varied student learning needs. As an institution providing professional education every TEI would actively seek stakeholder participation in the process of curriculum planning and gain insights from their feedback which are considered in subsequent processes.

Criterion I pertains to the practices of an institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development, feedback system and involvement of stakeholders in curriculum updating are also gauged. As an affiliated college the TEI is expected to operationalize the curriculum in its own way. That is, the TEI has to evolve ways of implementing the curriculum in consideration to its institutional goals, resource potential, local culture and conditions and its clientele. In short, every TEI ‘plans for meaningfully translating curriculum into activities’, decide on the emphasis to be given to particular activities for ascertaining the understanding of the professional perspective among students. That is, this process of ‘rendering prescribed curriculum’ into institutionally appropriate practices or, ‘curriculum planning’, makes every TEI unique in its internal curriculum; and this is an internal process within the institution.

The focus of Criterion I is captured in the following Key Indicators:

KEY INDICATORS

- 1.1 Curriculum Planning
- 1.2 Academic Flexibility
- 1.3 Curriculum Enrichment
- 1.4 Feedback system

1.1 Curriculum Planning

The Affiliating/Constituent Colleges adopt the curriculum overview provided by the respective universities. No two colleges implement the prescribed curriculum in the same manner. Each college operationalizes the curriculum within the overall frame work provided, in one's own way depending on its resource potential, institutional goals and concerns, local conditions, its clientele and so on. That is, each college visualizes the way the curriculum has to be carried out – activities, who, how, when etc. In consideration to the kinds of its students, possibility of offering adequate choices to them to suit their capabilities and requirements as well as the extent of supports the institution can provide for these. Of course, all these are done keeping in focus the Programme Learning Outcomes (PLOs) as well as the Course Learning Outcomes (CLOs), as, at the end of the programme every student is expected to have achieved these as “graduate attributes”. This becomes the “institutional curriculum planning”. This process makes each institution unique and reflects on the concern of the college for quality in the form of values emphasized, sensitivities focused on, etc.

1.2 Academic Flexibility

Academic flexibility refers to the freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions. Supplementary enrichment programmes introduced as an initiative of the college, credit system and choice offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key indicator.

1.3 Curriculum Enrichment

Holistic development of students is the main purpose of curriculum. While this is attempted through prescribing dynamic and updated curricular inputs, the TEI is expected to have provision for added courses and activities which may or may not be directly linked with one's discipline of study but contribute to sensitizing students to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies. A progressive TEI would provide a wide range of such “value-added” courses for students to choose from according to their interests and inclinations as well as strengthen their understanding and internalization of the regular curricular inputs.

1.4 Feedback System

The process of revision and redesign of curriculum is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the students, teachers, Employers, Alumni and Heads of Practice Teaching Schools help in improving the inputs.

A TEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also of analyzing it, identifying and drawing pertinent pointers to improve the overall Curricular Aspects. This process gets fed into the subsequent curriculum revisions, indicating the quality concern in the institution

Criterion II: - Teaching -Learning and Evaluation

Criterion II pertains to the efforts of an institution to engage students, from different backgrounds and abilities, in relevant and effective learning experiences. Interactive instructional techniques and multi-mode learning engagements of students enable them to develop higher order '*thinking*', '*reasoning*' and investigation, through the use of focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources- both online and offline, are important considerations. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this Criterion.

The focus of Criterion II is captured in the following Key Indicators:

KEY INDICATORS

- 2.1 Student Enrollment and Profile
 - 2.2 Honoring Student Diversity
 - 2.3 Teaching-Learning Process
 - 2.4 Competency and Skill Development
 - 2.5 Teacher Profile and Quality
 - 2.6 Evaluation Process
 - 2.7 Student Performance and Learning Outcomes
 - 2.8 Student Satisfaction Survey
-

2.1 Student Enrollment and Profile

The process of enrolling students to the programmes is through a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory/governing agencies including state and central governments. Apart from the compliance to the various regulations the institution put forth its efforts in ensuring equity and wider access having representation of student community from different geographical areas, socio-economic, cultural and educational backgrounds. These will be reflected in the student profile.

2.2 Honoring Student Diversity

The TEIs are expected to satisfy the needs of the students from diverse backgrounds including backward community as well as from different locales. They would make special efforts to bring in students from special categories, reach out to their special learning needs by initial assessment of their learning levels, in addition to understand possible variations over years and how and what is to be done to deal with such students. Gender equity and admission opportunity for differently-abled students are also considered. All such considerations need to be differentially articulated by the TEIs to suit student diversity not only in general TEIs but also be rendered appropriate to the requirements of special education and physical education as the case may be.

2.3 Teaching-Learning Process

Diversity of learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities of the institution are rendered to be relevant for the learner group. The learner-centered education through appropriate methodologies such as participative learning, experiential learning and collaborative learning modes facilitate effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning. Interactive and participatory approaches, if employed, create a feeling of responsibility in learners and makes learning a process of construction of knowledge. Of late, digital resources for learning have become available and this makes learning more individualized, creative and dynamic. Dual mode, blended mode and multi mode learning engagement have become real requirements rather than remain as 'desirable elements'. Quality of learning provided in the institution depends largely on teacher readiness to draw upon such recently available technology supports and also the initiative to develop such learning resources to enrich teaching-learning; on teacher's familiarity with Learning Management Systems (LMSs), other e-resources available and how to meaningfully incorporate them in one's scheme of teaching-learning process.

2.4 Competency and Skill Development

Teacher education, all streams of it- General, PE & SE has to prepare teachers who are 'skilled' and 'competent' in enabling their students for the 21st century conditions. Gone are the days when teacher competence pertained merely to pedagogic aspects. At present the expectations from a teacher are far more diverse and demanding. In view of the changed learner profile of today the entrant teacher has to have a wide range of skills and competencies so that school students can be prepared for the challenges of the 21st century. These skills and competencies are of a wide range – from effective communication to discerning learner variations in respect of learning needs, capabilities, inclinations and interests to dealing with various stake holders, to being proactive to the developments in the field of education and the larger society. Each of

these continuously acquires newer connotations and teacher has to be prepared to recognize these and adapt accordingly. For instance, adoption of ICT in education has been a boon to teacher – only if he/she is capable of making appropriate changes in one's roles to adopt these. The nature and number of skills and competencies developed in a TEI during the TEP will point to the extent of its quality. At least a few significant skills and competencies must be within the active focus of the institutional processes.

2.5 Teacher Profile and Quality

“Teacher quality” is a composite term to indicate the extent to which teachers perform their roles in dynamic and professionally relevant manner. The quality of teachers is seen in terms of their qualification, teacher characteristics and adequacy of recruitment procedures, faculty availability, faculty sustenance, professional development and recognition of teaching abilities. Teachers take initiative to learn and keep abreast with the latest developments, to innovate, continuously seek improvement in their work and strive for individual and institutional excellence.

2.6 Evaluation Process

This Key Indicator looks at issues related to internal assessment as a mechanism, to increase the efficiency and effectiveness of student learning. One of the purposes of evaluation is to provide development-inducing feedback. The qualitative dimension of evaluation is in its use for enhancing the competence of students. Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes.

While an affiliated college follows the curriculum and evaluation prescribed by the affiliating university, it is expected to evolve suitable assessment modes internally for ensuring and guiding student learning throughout the programme as “continuous internal assessment”. As a professional preparation programme the TEP can be relevant only when the internal assessment modes are varied according to the kinds of learning engagements provided to students. Doing this ascertains that internal assessment is ‘for learning’ instead of being merely ‘assessment of learning’.

The quality of assessment process in a TEI depends on how well the internal assessment system actually tests the PLOs and CLOs, quality of assessment tasks and questions, extent of transparency in the system, extent of development inducing prompt feedback system, as well as the regulatory mechanisms for prompt action on possible errors. More significantly, the institution's dynamism is seen in the extent to which the institution evolves varied assessment mechanism for the variety of learning modes encouraged and the way these are used to ‘assessment for learning’.

2.7 Student Performance and Learning Outcomes

The effectiveness of a professional education programme can be seen in the extent to which its graduates are able to internalize the knowledge, competencies as well as attitudes required for the profession they are prepared for. The end of the programme tests/examinations are but one indicator of a specific set of expectations or expected learning outcomes. The actual performance of students is revealed in the formative evaluation or continuous internal assessment adopted during the programme. The extent of student awareness about the PLOs and their actual performance reflecting these would be the real indicators of success or outcome of the programme.

2.8 Student Satisfaction Survey

All the efforts of teachers and the institution to make learning a meaningful process can be considered impactful only to the extent students perceive it to be meaningful. Their satisfaction level is decided by the kinds of experiences they undergo, the extent of the “comfort” feeling as well as intellectual stimulation the learning situations provide. Their feedback significantly showcases the actual quality of teaching -learning process enabling identification of the strengths of teaching as well as the possible improvements in the students. Student satisfaction, thus, is a direct indicator of the effectiveness of teaching - learning process in the institution. It may be impractical to capture this aspect from every student; however, every TEI can resort to a sample survey on a formalized basis to capture this significant feature. This is the reason the revised assessment framework of NAAC adopts survey of student satisfaction.

Criterion III: - Research and Outreach Activities

Criterion III seeks information on the policies, practices and achievements of the institution, with reference to research, innovation and outreach. It deals with the facilities provided and efforts made by the institution to promote ‘research culture’. The institution has the responsibility to enable faculty to undertake research projects useful to the society as well as Institution. Reaching out to the community in several ways contributing to its development is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this Criterion.

The focus of Criterion III is captured in the following Key Indicators:

KEY INDICATORS

- 3.1 Resource Mobilization for Research
- 3.2 Research Publications

3.3 Outreach Activities

3.4 Collaboration and Linkages

3.1 Resource Mobilization for Research

The promotion of research is a significant responsibility of the HEIs particularly of Universities without which a 'research culture' on campus cannot be realized. The HEIs have to be actively engaged in research through evolving appropriate policies and practices, making adequate resources available, encouraging active research involvement of teachers, students and scholars in research as well as recognizing any research achievement of teachers. It also includes responsiveness and administrative support (procedural flexibility) of the institution in utilizing the financial supports and resources of the Government agencies and/or other agencies. Required infrastructure in terms of space and equipment and support facilities must be made available on the campus for undertaking research. The institution may collaborate with other agencies, research institutions and bodies for sharing research facilities and undertaking research in collaboration.

3.2 Research Publications

Exploration and reflection are crucial for any teacher to be effective in one's job. Quality research outcome is beneficial for the discipline, society, industry, region and the nation. Sharing of knowledge especially theoretical and practical findings of research through various media enhances quality of teaching and learning. The quality of research done by its faculty members are reflected through the research publications and award received for conducting research. The quality of research can also be gauged through the reports of doctoral, post-doctoral, and projects.

3.3 Outreach Activities

Learning activities have a visible element for making students sensitive towards community issues, gender disparities, social inequity etc. and inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization leads to mutual benefit to both the parties. The processes and strategies inherent in such activities relevantly sensitize students to the social issues and contexts. Sustainable practices of the institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learner as well as the community.

The aim of HEIs is not only to give information and develop understanding but also to make students sensitive towards community issues, gender disparities, social inequality etc. and

inculcating values and commitment to society. It can be achieved by involving students in different types of extension activities which can be taken up in the nearby rural areas. Such an aim is more pertinent in any professional education programme, more so in TEPs.

Outreach also is the aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The interface of outreach and other curricular inputs has an educational value, especially in teacher education

3.4 Collaboration and Linkages

Through collaboration the HEIs can maintain a closer contact with the work field. It helps keep the academic activities in the HEI in a more realistic perspective and also expand the scope of learning experiences to students. Collaboration can be sought with academic institutions or industry or other agencies of professional and social relevance. The range of activities could include training, internship, student exchange, faculty exchange, research and resource sharing, among others. For making collaborative endeavor impactful it is necessary that there is a formal agreement or understanding between the institution and other HEIs or agencies for such activities sharing of facilities, undertaking research and teaching in collaboration. This is more pronounced in an institution of professional education.

Criterion IV: - Infrastructure and Learning Resources

The quality of education does not depend only on the teachers' competency but also on availability of infrastructure and learning resources and their utilization by teachers and students. Technological developments are taking place very fast, so up-gradation in infrastructure and learning resources is inevitable. So institutions of higher education must keep pace with the development of technology for the benefit of their students and teachers. No doubt, TEIs generally adhere to the norms specified by their respective regulatory authorities. However, the quality concern is not merely in obtaining the facilities as per prescription but also in their optimal utilization and periodic up-gradation and replenishment.

The focus of Criterion IV is captured in the following Key Indicators:

KEY INDICATORS

- 4.1 Physical Facilities
 - 4.2 Library as a Learning Resource
 - 4.3 ICT Infrastructure
 - 4.4 Maintenance of Campus and Infrastructure
-

4.1 Physical Facilities

Adequate infrastructure facilities are keys for effective and efficient conduct of the educational programmes. The improvement in infrastructure thus has to keep pace with the academic developments in the institution. The other facilities on the campus are made available as supports to effective learning. When a provision of expenditure in the budget is made annually for maintenance and enhancement of physical facilities it ensures their availability on a continual basis.

4.2 Library as a Learning Resource

The library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms which enable students to acquire information, knowledge and skills required for their study programmes. Due to the development of Information and Communication Technology, the functioning of the library has undergone a drastic change. Automation of library using the ILMS, availability of e-journals and e-books, providing remote access to e-resources in the library has become a matter of necessity. Thus, the availability of e-resources in the library and their utilization by students and staff for academic endures reflect upon the quality of an academic institution.

4.3 ICT Infrastructure

Digitalization is taking place in all walks of life and its use has made life smooth and comfortable. ICT is part of digitalization. All institutions of higher education are supposed to provide ICT facilities on campus for use by its students and staff. Lots of new tools are being developed which has potentiality for making teaching-learning process effective. Institution should try to make available the latest ICT Infrastructure for use by their students and staff.

4.4 Maintenance of Campus and Infrastructure

Making infrastructure available is a must for quality of higher education but its upgradation from time to time is equally important. The ambience of the campus is as important as providing and maintaining infrastructure. The availability of infrastructure has to be according to the subjects offered and strength of students and staff.

Criterion V: - Student Support and Progression

The highlights of this Criterion V are the efforts of an institution to provide necessary assistance to students, to enable them to acquire meaningful experiences for learning on the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment.

The focus of Criterion V is captured in the following Key Indicators:

KEY INDICATORS

- 5.1 Student Support
 - 5.2 Student Progression
 - 5.3 Student Participation in Activities
 - 5.4 Alumni Engagement
-

5.1 Student Support

Students come to higher education from different backgrounds. Some of them might be first generation learners. They need different types of support. Some supports, like, guidance cell, placement cell, grievance redressal cell and welfare measures which must be made available in the institution. These supports go a long way in helping students academically as well as p. Government has made provision of scholarship for students of SC, ST and OBC categories. Apart from scholarship, institutions do provide free-ship to deserving students. In a nutshell, providing all possible support to students go a long way in making the stay in the institution more enriching for the students.

5.2 Student Progression

Student progression refers to movement of students after graduation to higher studies and/or to employment. It is a fact that large number of students with degrees do not get job or are found unfit for the job for which they have the prescribed qualification. This reflects the quality of teaching and examination process of institutions of higher education. Some institutions do try to help their students in improving their performance by identifying the reasons for poor performance in examination and thereby plan and implement remedial measures. Many institutions arrange special classes for students who want to appear in state/national/international level examinations or different competitions. Along with teaching, institutions of higher education must take care of students' progression and bring change in teaching- learning process as per the trend of progression of students.

5.3 Student Participation in Activities

It is a known fact that only active students benefit from the system of education. To improve active participation of students, the institutions must provide facilities for different activities on campus for students and staff. The institution normally does not make optimal use of their

playground, gym, multipurpose hall, etc., so these can be shared with the community people. Along with it, the institution must make best use of their infrastructure for developing various skills and competencies and thereby foster holistic development of students and staff.

5.4 Alumni Engagement

Active Alumni plays a significant role HEIs. Well placed Alumni can contribute both academically and financially. There are many instances in India where well placed Alumni have brought drastic changes in physical and academic aspects of the HEIs. Students as well as teachers have benefited a lot from active participation of alumni in the development of the institution. Thus, it is important to have an active Alumni Association and take their help in different aspects of institutions for benefit of students and teachers.

Criterion VI: Governance, Leadership and Management

Effective functioning of an institution can be gauged by the policies and practices it has evolved in respect of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership.

The focus of Criterion VI is captured in the following Key Indicators:

KEY INDICATOR

- 6.1 Institutional Vision and Leadership
- 6.2 Strategy Development and Deployment
- 6.3 Faculty Empowerment Strategies
- 6.4 Financial Management and Resource Mobilization
- 6.5 Internal Quality Assurance System (IQAS)

6.1 Institutional Vision and Leadership

Effective leadership by setting values and participative decision- making process is key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture. The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and implementation reflects the institution's efforts in achieving its vision.

6.2 Strategy Development and Deployment

The leadership provides clear vision and mission to the institution. The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the institutional provisions.

6.3 Faculty Empowerment Strategies

Faculty empowerment is an important ingredient of any institution. It is only the empowered faculty that contributes to the quality of the institution. Thus, it is important to have human resources as per the requirement of the programme. The faculty is to be recruited as per the approved rules and procedures of the statutory body. The performance appraisal of all appointed faculty is a must as it helps in providing appropriate guidance and training for their improvement. The feedback from stakeholders normally helps in identifying the gray areas where the faculty need improvement and thus training may be organized accordingly. Thus for empowering faculty, it is important to have regular performance appraisal of staff and feedback mechanism in place.

6.4 Financial Management and Resource Mobilization

Budgeting and optimum utilization of finance as well as mobilization of resources are the issues considered under this Key Indicator. There are established procedures and processes for planning and allocation of financial resources. The institution has to develop strategies for mobilizing resources and ensures transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audit.

6.5 Internal Quality Assurance System (IQAS)

The internal quality assurance systems of HEIs are Self-regulated responsibilities of the higher education institutions, aimed at continuous improvement of quality and achieving academic excellence. The institution has mechanisms for academic and administrative auditing. It adopts quality management strategies in all academic and administrative aspects. The institution has an IQAC and adopts a participatory approach in managing its provisions.

Criterion VII: - Institutional Values and Best Practices

An educational institution operates in the context of the larger education system in the country. In order to be relevant in changing national and global contexts an educational institution has to

be responsive to the emerging challenges and pressing issues. It has a social responsibility to be proactive in the efforts towards development in the larger contexts. This role of the institution is reflected in terms of the kinds of programmes, activities and preferences (values) that it incorporates within its regular functioning. The extent to which an institution is impactful in this is a sure reflection of its quality.

Every institution has a mandate to be responsive to at least a few pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics, but the way it addresses these and evolves practices will always be unique. Every institution faces and resolves various kinds of internal pressures and situations while doing this. Some meaningful practices pertinent to such situations are evolved within the institution which helps in smooth functioning and also leads to enhanced impact. Such practices which are evolved internally by the institution leading to improvements in any one aspect of its functioning – academic, administrative or organizational, - are recognized as a “Best Practices”. Over a period of time, due to such unique ways of functioning each institution develops distinct characteristic which becomes its recognizable attribute.

The focus of Criterion VII is captured in the following Key Indicators:

KEY INDICATORS

- 7.1 Institutional Values and Social Responsibilities
 - 7.2 Best Practices
 - 7.3 Institutional Distinctiveness
-

7.1 Institutional Values and Social Responsibilities

The institution organizes gender equity promotion programmes. The institution displays sensitivity to issues like climate change and environmental issues. It adopts environment friendly practices and takes necessary actions such as – energy conservation, rain water harvesting, waste recycling (solid/liquid waste management, e-waste management), carbon neutral, green practices etc. The institution facilitates the differently abled (Divyangjan friendliness), effective dealing of location advantages and disadvantages (situatedness), explicit concern for human values and professional ethics etc. In other words, the concerns for social responsibilities as well as the values held by the institution are explicit in its regular activities.

7.2 Best Practices

Any practice or practices that the institution has internally evolved and used during the last few years leading to positive impact on the regular functioning of the institution can be identified as “Best Practice/s”. These are not prescribed by any authority. At some point in time the institution evolves some practices or change in some aspect of functioning of the institution which makes it different from other institutions. This practice is relevant mainly within the institution at a given point in time. It could be in respect of teaching learning, examination, training of teachers, office practices, maintenance, up keep of things or dealing with human beings or money matters. In brief, these ‘*best practices*’ are relevant within the institutional context and may pertain to either academic or administrative or organizational aspects of institutional functioning. It may motivate nearby institutions for evolving ‘Best Practice’ which ultimately bring quality.

7.3 Institutional Distinctiveness

Every institution would like to be recognized or known for certain of its attributes which make it ‘*distinct*’, or, one of its kinds. Such attributes characterize the institution and are reflected in all its activities in focus and practice.

V. ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION BY NAAC

Higher Education Institutions (HEIs), if they have a record of at least two batches of students graduated or been in existence for six years, whichever is earlier, are eligible to apply for the process of Assessment and Accreditation (A&A) of NAAC, and fulfil the other conditions or are covered by the other provisions, if any, mentioned below:

1. Autonomous Colleges / Constituent Colleges / Affiliated Colleges (affiliated to universities recognized by UGC as an affiliating University)

- a) Provided the Colleges are affiliated to a University recognised by UGC for the purposes of affiliation. Constituent colleges of a Private and Deemed- to-be Universities are considered as the constituent units of the University and thus will not be considered for A&A independently. Such constituent colleges need to come along with the University
- b) Provided the colleges/institutions not affiliated to a University are offering programmes recognized by Statutory Professional Regulatory Councils and have been recognised by Association of Indian Universities(AIU) or other such Government agencies concerned, as equivalent to a degree programme of a University

2. Accredited HEIs applying for Re-assessment or Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4....) of Accreditation

- a) Institutions, which would like to make an improvement in the accredited status, may apply for **Re-assessment**, after a minimum of one year and before three years of accreditation subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.
- b) Institutions opting for **Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4....) of Accreditation** can submit the Institutional Information for Quality Assessment (IIQA), during the last six months of the validity period subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.

3. Any other HEIs at the discretion of NAAC.

Note:

All the institutions intending to apply for Assessment and Accreditation by NAAC need to mandatorily upload the information on All India Survey on Higher Education (AISHE) portal. AISHE code (reference number) is one of the requirements for Registration.

VI. THE ASSESSMENT PROCESS

The assessment process will be carried out in three phases:

1. Self-assessment by TEIs and its report as SSR
2. Student Satisfaction Survey
3. Assessment by Peer Team.

The SSR has a total of 127 Metrics for TEIs covering the seven Criteria described earlier. The SSR has two kinds of Metrics: one, those requiring quantifiable facts and figures as data which have been indicated as '*quantitative metrics*' (Q_nM); and two, those metrics requiring descriptive responses and are accordingly named '*qualitative metrics*' (Q_lM). Table 1 depicts the distribution of Key Indicators (KIs) and Metrics across them.

Table 1: Distribution of Metrics and KIs across Criteria

Type of HEIs	Number
Criteria	7
Key Indicators (KIs)	32
Qualitative Metrics (Q ₁ M)	45
Quantitative Metrics (Q _n M)	82
Total Metrics (Q₁M + Q_nM)	127

Table 2 gives the details of weightage given to the various Key Indicators and Criteria. Each metric is designated a weightage which is indicated in the QIF.

Table 2: Distribution of number of metrics and its weightages across Key Indicators (KIs)

Criteria	Key Indicators (KIs)	Number of metrics	Weightages
1. Curricular Aspects	1.1 Curriculum Planning	3	25
	1.2 Academic Flexibility	5	40
	1.3 Curriculum Enrichment	3	25
	1.4 Feedback System	2	15
	Total	13	105
2. Teaching – Learning and Evaluation	2.1 Student Enrolment and Profile	3	15
	2.2 Honoring Student Diversity	4	30
	2.3 Teaching-Learning Process	7	70
	2.4 Competency and Skill Development	13	100
	2.5 Teacher Profile and Quality	4	30

	2.6 Evaluation Process	4	25
	2.7 Student Performance and Learning Outcomes	5	40
	2.8 Students' Satisfaction Survey	1	50
	Total	41	360
3. Research and Outreach Activities	3.1 Resource Mobilization for Research	4	30
	3.2 Research Publications	2	15
	3.3 Outreach Activities	5	30
	3.4 Collaboration and Linkages	3	25
	Total	14	100
4. Infrastructure and Learning Resources	4.1 Physical Facilities	3	30
	4.2 Library as a Learning Resource	6	30
	4.3 ICT Infrastructure	4	25
	4.4 Maintenance of Campus Infrastructure	2	15
	Total	15	100
5. Student Support and Progression	5.1 Student Support	4	40
	5.2 Student Progression	3	25
	5.3 Student Participation in Activities	2	20
	5.4 Alumni Engagement	4	30
	Total	13	115
6. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	3	15
	6.2 Strategy Development and Deployment	4	25
	6.3 Faculty Empowerment Strategies	5	30

	6.4 Financial Management and Resource Mobilization	3	20
	6.5 Internal Quality Assurance System	5	30
	Total	20	120
7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	9	60
	7.2 Best Practices	1	20
	7.3 Institutional Distinctiveness	1	20
	Total	11	100
TOTAL SCORE			1000

VII. PROCEDURAL DETAILS

TEIs are expected to read the below given details carefully and note the specifications of the process of A&A.

1. The first step in the A&A process is to register the TEI with NAAC. Details of the registration process are available on the website of NAAC under “Apply on line”. On completing registration, a portal will be made available to the Institution and all further procedures must be carried out through the HEI portal only, such as, submission of IIQA, submission of SSR, AQAR, and also, any clarification/s sought by the institution, payments to be made and so on.
2. Eligible TEIs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online any time during the year through HEI portal. Duly filled in IIQAs of eligible TEIs will be accepted by NAAC for further processing and others will be rejected.
3. In case of rejection of IIQA applications specific reasons would be given to TEIs to facilitate them to resubmit IIQA. In case of rejection of IIQA, the TEIs are permitted two more attempts within a year with the same fees. After this, it will be considered a fresh application with required fees.
4. On acceptance of IIQA, the institution through the HEI portal needs to fill the data in SSR application and upload the required documents. The TEIs shall submit the SSR along with required fee within 45 days from the date of acceptance of IIQA. The SSR of

the TEI will then be subjected to further process. Those institutions who fail to submit SSR within 45 days will have to apply afresh starting from IIQA with required fees. In any case fees for IIQA will not be refundable. **It is advised to read the manual carefully and be ready with the data and the relevant supporting documents needed for SSR application before submitting IIQA. This will help the institution in submission of SSR well within the timeline.**

5. Institutions have to submit the details of students including name, programme enrolled for, e-mail id/mobile numbers, at the time of filling online SSR itself.
6. On submission of SSR, TEI would receive an auto generated link/ID of SSR in their registered email id. The same SSR in .pdf format should be then uploaded on institutional website.
7. As indicated earlier, the SSR comprises both Qualitative and Quantitative metrics. The Quantitative Metrics (Q_nM) add up to about 65% and the remaining about 35% are Qualitative Metrics (Q_iM).
8. The data submitted on Quantitative Metrics (Q_nM) will be subjected to Data Validation and Verification (DVV) process. The responses to Qualitative Metrics (Q_iM) will be reviewed by the Peer Team on site only after the institution clears the Pre-qualifier stage.
9. During Validation and Verification process, if any data is inconsistent or not supported by the documentary evidence, clarification will be sought from TEIs. On the basis of clarifications provided/documents submitted by the TEIs the metric value will be decided. The process of Data Validation and Verification (DVV) by NAAC will be done in not more than 30 days.
10. Note that there is a fixed timeline for the entire DVV process. Institutions must to respond within the stipulated time given by DVV partner, during DVV clarification stage. Failing this, the value for the Metric as given by the DVV partner will only be considered.
11. **Student Satisfaction Survey (SSS):**
 - SSS will be conducted simultaneously with DVV process.
 - Immediately on submission of SSR, system will select 60% of the total student population using stratified random sample selection method and send the SSS questionnaire to those students'emails.
 - SSS will be closed one month after its initiation.
 - To analyze and to score this metric at least 50% of the total student population or 50 students (whichever less) should respond to the survey.
 - If the response rate is lower than the limits mentioned, the metric score will be zero
12. After DVV process, a DVV Deviation report will be generated. On the basis of the Deviation report, the A&A process will proceed further as per the following conditions:

- a) TEI whose Metrics are found to be deviated will be liable for the penalty or legal action. Their first installment of accreditation fees will also be forfeited, and the name of such TEI will be sent to statutory authorities for further actions.
 - b) On completion of the DVV process, the Quantitative metrics score will be generated by the system and the TEIs with score 25% and above in Quantitative Metrics (Q_nM) excluding SSS score will be declared as cleared the Pre-qualifier stage. SSRs of these TEIs will process for Peer Team Visit. If the TEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA along with the required fees. Such TEIs are eligible to apply again only after six months.
13. The TEIs who have cleared the Pre-qualifier stage will be intimated the same and those TEIs shall remit the second installment fee and the logistic fees within 10 days from the date of clearing the Pre-qualifier stage. After remittance of the fees, the TEIs need to suggest three slots of dates for the Peer Team Visit. Then the system will generate the Peer Team for on-site Visit. The focus of Peer Team visit will be on the 30% Qualitative Metrics (Q₁M).
 14. Peer Team visit of the institution should be completed within three months after clearance of Pre-qualifier stage.
 15. Generally, the Peer Team Visit will be for 2days and Peer Team will have 3 expert reviewers. The Peer Team's role would be very specific and limited to Qualitative Metrics (Q₁M). The teams would play an important role in reviewing the intangible aspects.
 16. NAAC will not pre-disclose the details of the visiting teams and TEIs will not be responsible for logistics for the Visiting Teams. The NAAC will directly take care of all the logistics regarding the Peer Team visits to the institutions. All payment towards TA, DA, Honorarium, etc., will be directly paid by NAAC to the nominated members. There would be no financial transactions between the Institution and the visiting NAAC Peer Team.
 - 17. Regarding withdraw of SSR submitted:**
 - The TEIs which have submitted their SSRs will not be allowed to withdraw from the process at any stage.
 - If a TEI which has submitted its SSR, for any reason, does not complete the A&A process, the information that it has withdrawn / not completed the process should be hosted both on the TEI and NAAC website.
 - Such TEI will be allowed to apply for A&A only after a period of ONE year

VIII. ASSESSMENT OUTCOME

Finally, the result of the Assessment and Accreditation exercise will be a system-generated score, comprising evaluation of qualitative and quantitative metrics. This will be compiled as a document comprising three parts.

PART I - Peer Team Report

- Section 1: Gives the **General Information** of the institution and its context.
- Section 2: Gives Criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a **qualitative descriptive assessment report** based on the Peer Team's critical analysis highlighting strengths and weaknesses of HEI under each Criterion.
- Section 3: Presents an **Overall Analysis** which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.
- Section 4: Records **Recommendations for Quality Enhancement of the Institution** (not more than **10** major ones).

PART II- Graphical representation of performance on Quantitative Metrics (Q_nM)

This part will be a **System Generated Quality Profile** of the HEI based on statistical analysis of scores on Q_nM_s in the NAAC's QIF (Quality Indicator Framework). Performance of the HEI on Q_nM_s under the seven criteria will be graphically presented.

PART III -Institutional Grade Sheet

The **Institutional Grade Sheet** contains system generated scores on Q_nM_s in respect of Key Indicators and Criteria as well as score on Student Satisfaction Survey; in addition a scores on Q_iM_s will also be presented.

The above three parts will together form "NAAC Accreditation Outcome" document. It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.

IX. Calculation of Institutional CGPA

The CGPA will be calculated based on the scores obtained from the three sources, viz., The System Generated Scores (SGS) of the quantitative metrics which comprise about 70% of the total, the scores from the qualitative metrics based on critical appraisal by the Peer Team through on site visit and the scores obtained on the Student Satisfaction Survey. These will be

collated through an automated procedure based on ‘benchmarks’ and assessed on a five-point scale, viz., (0,1,2,3 & 4).

The Final Grade

On the basis of the CGPA obtained by the institution with a maximum possible score of 4.00, the final grade is assigned on a seven-point scale as shown in Table 3. The seven point refers to the seven letter grades each aligned to the seven specific score range.

Table 3: Institutional Grades and Accreditation Status

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51-4.00	A++	Accredited
3.26-3.50	A+	Accredited
3.01-3.25	A	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited
2.01-2.50	B	Accredited
1.51-2.00	C	Accredited
≤ 1.50	D	Not Accredited

Institutions which secure a CGPA equal to or less than 1.50 are notionally categorized under the letter grade “D”. Such institutions will also be intimated and notified by NAAC as “Assessed and Found not qualified for Accreditation”.

X. MECHANISM FOR INSTITUTIONAL APPEALS

The process of Assessment and Accreditation is viewed as an exercise in partnership done jointly by the NAAC and the TEI being assessed. Every stage of the process is marked by transparency and the TEI is consulted at various stages of the process. Despite of this participatory approach, some TEIs might have grievances to be addressed. To provide a review mechanism for such institutions aggrieved about the process or its outcome or any other issues related thereof, the NAAC has evolved **Mechanism for Institutional Appeals**.

On announcement of the A &A outcome, the institution not satisfied with the process or the accreditation status may submit:

1. The application for *Appeal* in the format prescribed by NAAC (refer Grievance Redressal Guidelines) should *be submitted within 30 days* from the date of announcement of the result by NAAC. The requisite non-refundable fee of Rs. 1,00,000/- + applicable taxes should be remitted online before the submission of online application for appeal.

An Appeals Committee constituted for the purpose will consider the appeal and make recommendations to the Executive Committee (EC). The decision of the EC shall be binding on the institution. For details, refer Grievance Redressal Guidelines available on the NAAC website: www.naac.gov.in

XI. RE-ASSESSMENT

Institutions, which would like to make an improvement in the accredited status, may volunteer for re-assessment, after completing at least one year, but not after the completion of three years. The option can be exercised only once in a cycle. Re-assessed institution cannot come for another re-assessment in the same cycle. The current procedures and methodology including the manual for the Assessment and Accreditation is applicable for all institutions applying for re-assessment. However, the institution shall make specific responses based on the recommendations made by the peer team in the previous assessment and accreditation report, as well as the specific quality improvements made by the institution in the intervening period. The fee structure and other process would be as per the current procedures of Assessment and Accreditation (more details can be obtained from NAAC website). Institutions that volunteer for re-assessment will not be eligible for fee waiver and reimbursement of accreditation expenses.

XII. SUBSEQUENT CYCLES OF ACCREDITATION

The methodology for subsequent cycles of accreditation remains the same. However, due consideration would be given to the post-accreditation activities resulting in quality improvement, quality sustenance and quality enhancement. In the SSRs institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four years (narrative not exceeding 10 pages). A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or fourth cycle accreditation.

Institutions intending to be assessed to continue their accreditation need to apply afresh by submission of A&A application during the last six months of their validity period.

It may be noted that institutions under the third cycle of A&A which have obtained the highest grade for two consecutive cycles and have retained their grade in the third cycle also, will have their accreditation valid for 7 years instead of 5 years.

Highest Grade would refer to:

- *'A++' grade with CGPA 3.51 in the Grading system that is effective from 1st March 2018*
- *'A++ & A+' grades with CGPA 3.51 in the Grading system that was effective, between 1st July 2016 to 28th February 2018*
- *'A' grade in the Grading system that was effective, between 1st April 2007 to 30th June 2016*
- *'A++, A+, & A' grades with score 85-100 in the 9 point scale grading system that was effective between 16th March 2002 to 31st March 2007*

XIII. THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS

New Fee Structure (w.e.f. Nov 27, 2019)

1. IIQA Fee:	
For Registration – applicable to all institutions i.e., irrespective of their status of recognition under 12B of UGC Act, 1956(i.e recognised/ not recognized)	
Process	Total amount of Application fee for Assessment and Accreditation (A&A) to be paid by the Institution
Institutional Information for Quality Assessment (IIQA)	Rs.25,000/- + G S T 18% (Non-refundable) *
* In case of rejection of IIQA application, HEIs may resubmit IIQA applications for maximum of three attempts without IIQA fees, including the rejection attempt, within the period of a year.	

2. Assessment and Accreditation (A&A) Fee For Universities and Professional Institutions		
Type	Total amount of A&A Fee	Amount to be paid by the Institution
1 to 10 departments	Rs. 3,75,000/-**+ GST18%	Rs.1,87,500/-** + GST18% (50% of Total fee along with the online submission of SSR) (Non-refundable)
More than 10 departments	Rs. 7,50,000/-** + GST18	Rs.3,75,000/-** + GST18% (50% of Total fee along with the online submission of SSR) (Non-refundable)
The accreditation fee will be limited to a maximum amount of Rs. 7,50, 000/-+ GST18%, per institution.		
** Balance 50% of total fees along with 18% GST before 15 days from the date of on site visit.		

3. Assessment and Accreditation (A&A) Fee		
For Colleges (Government, Grant-in-Aid and Private)		
Type	Total amount of A&A Fee	Amount to be Paid by the Institution
a. General College with multi faculties	Rs. 1,85,000/-** + GST18%	Rs.92,500/-** + GST18% (50% of Total fee along with the online submission of SSR) (Non-refundable)
b. General College with mono faculty	Rs. 1,25,000/-** + GST18%	Rs.62,500/-** + GST18% (50% of Total fee along with the online submission of SSR) (Non-refundable)
c. Teacher Education Institutions (General TEIs, Physical Education Institutions & Special Education Institutions)	Rs. 1,25,000/-** + GST18%	Rs.62,500/-** + GST18% (50% of Total fee along with the online submission of SSR) (Non-refundable)
** Balance 50% of total fees along with 18% GST before 15 days from the date of on site visit.		

Note:

- 1. Professional Institutions** - Higher Education Institutions (HEIs) in which all the programs offered are recognised by Statutory Regulatory Authority(s) (SRA) (Excluding Teacher Education Institutions) or HEIs in which 50 % or more of the programmes offered are recognised by the Statutory Regulatory Authority (s). Similar to Universities the A&A fee for **Professional Institutions** will be calculated depending on the number of the departments.
- NAAC classified the programs offered leading to specific Degrees awarded as Arts Faculty, Commerce Faculty and Science Faculty. In case of General Colleges, HEIs are broadly categorised by NAAC for the purposes of deciding on the applicable Fee as Mono Faculty and Multi Faculty colleges.
Colleges offering programs leading to Degrees such as BA, MA, BSW, MSW, BRS, MRS are considered as **Arts Faculty**, those colleges offering programs leading to Degrees such as B.Com, M.Com, BBA, BMS and other degrees relating to programs (not recognised by any SRA) in business administration/commerce/management are considered as **Commerce Faculty**.
Science Faculty are those offering programs leading to Degrees such as B.Sc., M.Sc., B.F.Sc., M.F.Sc., BCA, B. Stat. M. Stat. and other degrees relating to programs (not recognised by any SRA) in applied and pure sciences.

a. Mono Faculty - The **Mono faculty institutions** are those Higher Education Institutions (HEIs) offering programs in only one discipline i.e. either in Arts, Commerce or Science.

b. Multi Faculty - The **Multi faculty institutions** are those Higher Education Institutions (HEIs) offering programs in more than one discipline i.e. either in a combination of Arts and Commerce, Science and Commerce, Science and Arts or Arts, Commerce and Science.

c. Teacher Education Institutions are those Higher Education Institutions (HEIs) in which all the programs offered are recognised by Statutory Regulatory Authority(s) (SRA) i.e. NCTE or RCI or HEIs in which more than 50% of the programmes offered are recognized by SRAs i.e. NCTE or RCI.

3. Balance amount 50%

- i. 50% of the stipulated fee+ applicable taxes along with on line submission of Self-study Report (SSR) (Non-refundable).
- ii. The pre-qualified HEIs will be asked to pay balance 50% of the stipulated fees+ applicable taxes as shown in column 2 & 3 above before 15 days from the visit date. If the institution does not pay the fee within 15 days, the SSR will not be processed. They have to apply again / afresh with IIQA and its fees.
 - **Mandatory Taxes/GST will not be refunded.**
- iii. If the Institution does not take up the accreditation process, the fees will not be returned to the institution. However, the same will be adjusted when accreditation process is taken up.
(The Maximum time limit up to which it can be carried forward shall be one year from the date of submission of SSR).

4. Logistics Fee:

Institution has to pay an advance, towards logistic expenses for the arrangement of Peer Team Visit, after clearing Pre-qualifier, which is as follows:-

- a. All General colleges, Professional colleges and Teacher education institutions will have 2 day visit for which the fee structure will be 1,50,000 + GST.
- b. In case of exceptional case of Professional colleges with proper justifications and approval from the competent authority the Peer Team Visit can be extended to 3 days & the fee structure will be 3,00,000 + GST.
- c. For University the Fee structure of logistics will be 3,00,000 + GST for 3 or more days of visit.
- d. If the University has UGC recognized off-shore campus/centers, then the University has to pay an additional fees of Rs. 2,00,000/- + GST or actual per off-shore campus to be visited.

5. Appeals Mechanism and Fee:

Review of Accreditation (grievance) Rs. 1,00,000/- + GST 18% as applicable from time to time.

6. For subsequent cycles of Accreditation:

The fee structure proposed for Assessment and Accreditation and towards logistics as above applies for all the cycles of Accreditation and Re-assessment for all Institutions.

7. Provision for Reimbursement of A&A fees and PTV logistics fees to Government Higher Education Institutions Recognized under 2f & 12B of UGC act 1956

Government Higher Education Institutions which are recognized under section 2(f) and 12B of UGC Act 1956 should also pay the assessment and accreditation fees. The A&A fees and expenses on TA and logistics expenses of peer team would be reimbursed as per NAAC guidelines on submission of the latest General Developmental Grants sanction letter of UGC with an attestation by the Head of the Institution and other necessary documents. The reimbursement will be done as and when NAAC receives grants from UGC.

8. Mode of Payment: Online:

The fee can be paid through online using payment option available in the HEI portal.

XIV. GETTING READY FOR SUBMISSION OF SELF - STUDY REPORT (SSR)

HEIs applying for A&A process should take note of the changes in the assessment process. It must be noted that the **SSR has to be submitted online only through HEI portal. The HEI portal will be made available to the Institution on registration with NAAC for A&A.** It would be helpful if the institution read the Manual carefully and get ready with all kinds of details required to be filled up in online format. Use this Manual for understanding the process of A&A and preparing for the submission of SSR in the online format.

Some significant tips are reiterated below.

- The TEIs shall submit the SSR along with required fee within 45 days from the date of acceptance of IIQA..
- Read instruction about where to upload the documents and data, in what format data have to be presented for the various metrics and required verbal explication for the qualitative metrics.
- Kinds of information to be filled in the SSR are given in the QIF presented in Section B.
- The Profile of the Institution given in Section B is self-evident in seeking information about the institution.
- The QIF given in Section B indicates the kinds of data and documents required for each of the Metrics while filling up the SSR and also kinds of responses to be given.

- In an initial exercise, the institution can prepare details as sought in the QIF (Section B) about the various aspects of its functioning and upload them in a protected space on the institutional website. This will make it easy to upload and/or make them available through hyperlinks whenever required.
- Some of the documents indicated such as minutes of various committees/bodies, financial details and similar items for which the institution may not like to provide in open access could be kept ready and made available through hyperlinks whenever required.
- Keep all the relevant documents and data indicated in the QIF for each Metric under all KIs as a template so that when access to online SSR is available, it's easy to provide pertinent data.
- Wherever verbal descriptions are required write briefly as indicated (eg. . . in not more than 500 words.... or.... in not more than 1000 words..., etc). Contemplate well and prepare the write ups explicating the highlights of the sought details about the institution without wasting space/words on 'frill' details. Help button is available in each Qualitative Metrics which elaborates the particular metric
- The same template in excel format can be downloaded from NAAC website available in an 'Apply Online Tab'.
- Ensure authentic, correct data are provided through out. **Incorrect data or false details could lead to disqualification or penalty.**
- Strictly adhere to the time specifications given by NAAC.
- Some details may have to be worked out if they are not ready; eg. CLOs, PLOs, compiled reports from various minutes and analyses of feedback, etc...
- Keep a brief executive summary for upload as per details given in Section B.
- Do not send any information as hard copy to NAAC unless specified.
- Read the Manual completely including the Glossary and Notes. This will help in clear understanding of the terms used in the Quality Indicator Framework (QIF).
- For Metric related to finance the preceding/last completed financial year (1st April to 31st March) may be used to consolidate data, for publication related data preceding/last completed calendar year (1st January to 31st December) data to be entered and for the other metrics the preceding/last completed academic year may be taken for data to be entered in 'data capturing format' of portal. Wherever the requirement of one year data is mentioned, use the data of last completed academic year.
- It may be observed that at various places in the QIF there '?' marks given. These are "tool tips" which provide clarity as to what is expected in response. When the cursor is placed on the '?' mark it pops up the tip. It will indicate the meaning, kind of data/document to be uploaded and also the data limit.
- Provide data pertinent to the Metric. The documents to be uploaded for various Metrics have to be within 5MB. If the size of the document exceeds that limit, Institution may upload the same in their own website and the link of the said document be given.

- For each metric data/documents required are indicated below it under the title upload. If the institution has any other documentary evidence not indicated but which supports the claim/s made may be uploaded.
- Data for some of the metrics pertain to one single year. In this case data of last completed academic year should be provided.
- Wherever document for a particular Metric contains many other information make sure the relevant data/information is highlighted

XV. MANDATORY DISCLOSURE ON TEI's WEBSITE

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

- 1) SSR submitted online, to be uploaded after DVV process only (.pdf format).
- 2) Data templates which are uploaded along with SSR
- 3) Annual Quality Assurance Report (AQAR – Year wise)
- 4) Accreditation outcome document viz., Certificate, Grade sheet, etc.

The TEIs may suitably design their NAAC tab/link to accommodate all relevant documents. The said link should be clearly visible/ highlighted.

SECTION-B

Requirements for Self - Study Report (SSR)

This section gives details of various data and documents required for filling up the online format of the Self - Study Report, viz.,

- 1. Executive Summary*
- 2. Profile of the Institution*
- 3. Extended Profile*
- 4. Quality Indicator Framework (QIF) for TE*

I. Executive Summary

Every TEI applying for the A&A process shall prepare an Executive Summary highlighting the main features of the Institution including

- **Introductory Note** on the Institution: location, vision, mission, type of the institution etc.
- **Criterion-wise Summary** on the Institution's functioning in not more than 250 words for each criterion.
- Brief note on **Strength, Weaknesses, Opportunities and Challenges (SWOC)** in respect of the Institution.
- **Any additional information** about the Institution other than ones already stated.
- **Overall conclusive report / summary** about the institution's functioning.

The Executive Summary shall not be more than 5000 words.

II. Profile of the Institution

1. Basic Information

Name and Address of the College/Institution:			
Name :			
Address :			
City :		Pin :	State :
Website :			

2. For Communication

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal		O: R:			
Vice - Principal		O: R:			
IQAC Co-ordinator		O: R:			

3. Status of the Institution:

Affiliated College
 Constituent College
 IASE/CTE
 Autonomous
 Any other (specify)

4. Type of Institution:

a. By Gender

- i. College for women
- ii. College for men
- iii. Co-education

b. Sources of funding:

- | | |
|-----------------------------|--|
| i. Government | |
| ii. Grant-in-aid | |
| iii. Self- financing | |

5. Is it a recognized minority institution?

Yes No

(If Yes, Enclose the Certificate of recognition)

6. Date of establishment of the college / Institution:
(dd/mm/yyyy)

7. University to which the college is affiliated / constituent College of the University

8. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2(f)		
ii. 12 B		

(Enclose the Certificate of recognition u/s 2 (f) and 12 B of the UGC Act 1956)

9. Details of recognition/approval by statutory/regulatory bodies like NCTE, RCI, etc.

Statutory / Regulatory Authority	Reference Letter number of recognition/approval	Day, Month And Year (dd-mm- yyyy)	Validity From--- To----	Remarks
i.				
ii.				
iii.				

(Enclose the recognition/approval letter)

10. Does the affiliating University Act provide for conferment of autonomy (as recognized by the UGC) on its affiliated Institution?

Yes No

If yes, has the Institution applied for availing the autonomous status?

Yes No

11. Is the college recognized?

a. By UGC as a College with Potential for Excellence (CPE)?

Yes No

If yes, date of recognition: (dd/mm/yyyy)

b. For its performance by any other governmental agency?

Yes No

If yes, Name of the agency and

Date of recognition: (dd/mm/yyyy)

12. Location of the campus and area in sq.

Location *	
Campus area in acres	
Built up area in sq. mts.	

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

13. Details of programmes offered by the College/Institution (Give data for **last completed academic year only**)

Sl. No.	Programme Level	Name of the Programme/ Course	Durati on in month s	Nature of Affiliati on (perma nent/Te mporar y)	If tempor ary affiliati on valid till	Mediu m of instruct ion	Sanctio ned/app roved Student strengt h	No. of students admitte d	Fee Charg ed
1.	Under- Graduate	B. Ed. B.P.Ed. B.Ed.							

		(Spl.Edu)							
2.	Post-Graduate	M Ed. MPed M.Ed. (Spl. Edu)							
3.	Integrated Teacher Education Programmes	BA, B. Ed. BSc. B. Ed B.Ed. and M Ed. integrated							
4.	M.Phil.								
5.	Ph.D.								
6.	Certificate courses								
7.	UG Diploma								
8.	PG Diploma								
9.	Any Other (specify and provide details)								

14. Number of Teaching in the Institution

Positions	Full-time Teachers								
	Professor			Associate Professor			Assistant Professor		
	M	W	O	M	W	O	M	W	O
Sanctioned strength by the UGC/ State Government /University									
Permanent Teachers Recruited									
Permanent Teachers Yet to recruit									
Sanctioned by the management / society or other authorized bodies									
Recruited									
Yet to recruit									

***M-Men *W- Women *O – Others**

15. Qualifications of the Teaching Staff including Principal:

Highest Qualification	Professor			Associate Professor			Assistant Professor			Total		
	M	W	O	M	W	O	M	W	O	M	W	O
Full time Teachers												
D.Sc. / D.Litt.												
Ph.D.												
M.Phil.												
PG												
Other Teachers												
Ph.D.												
M.Phil.												
PG												

16. Number of Visiting Faculty /Guest Faculty engaged by the Institution.

17. Number of Non-teaching positions in the Institution

	Technical Staff			Non-teaching Staff other than technical		
	M	W	O	M	W	O
By Gender						
Sanctioned strength by the State Government /University						
Recruited permanent post						
Yet to recruit						
Sanctioned by the management / society or other authorized bodies						
Recruited						
Yet to recruit						

* M- Men

*W- Women

*O - Others

18. Furnish the overall number of students enrolled in the Institution during the **last five academic years**.

Categories	Year 1			Year 2			Year 3			Year 4			Year 5		
	M	W	O	M	W	O	M	W	O	M	W	O	M	W	O
SC															
ST															
OBC															
EWC															
General															
Others(specify)															
Total															

* M- Men

*W- Women

*O -Others

19. Details of student enrollment in the Institution during the last completed academic year:

Type of students	Bachelor	PG	M. Phil.	Ph.D.	Total
Students from the same state where the College/Institution is located					
Students from other states of India					
NRI students					
Foreign students					
Total					

20. Please fill in the following details if applicable:

Unit Cost of Education	Including Salary Component	Excluding Salary Component

**(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)*

21. Please list the outdoor games/sports facilities available in the institution:

- i.
- ii.
- iii.
- iv

22. Please list the labs available in the institution:

- i.
- ii.
- iii

23. Please list the physical facilities other than mentioned above in the institution:

- i.
- ii.
- iii

24. Date of accreditation (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: (dd/mm/yyyy) Accreditation outcome/Result.....

Cycle 2: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 4:..... (dd/mm/yyyy) Accreditation Outcome/Result.....

25. Date of establishment of Internal Quality Assurance Cell (IQAC) IQAC
..... (dd/mm/yyyy)

26. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC

AQAR (i) (dd/mm/yyyy)

AQAR (ii) (dd/mm/yyyy)

AQAR (iii) (dd/mm/yyyy)

AQAR (iv) (dd/mm/yyyy)

III. Extended Profile of the Institution

1 Student:

1.1 Number of students on roll year wise during the last five years

Year					
Number					

1.2 Number of seats sanctioned year wise during the last five years

Year					
Number					

1.3 Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years

Year					
Number					

1.4 Number of outgoing / final year students who appeared for final examination year wise during the last five years

Year					
Number					

1.5 Number of graduating students year-wise during last five years

Year					
Number					

1.6 Number of students enrolled year-wise during the last five years

Year					
Number					

2 Teacher:

2.1 Number of full time teachers year wise during the last five years

Year					
Number					

2.2 Number of Sanctioned posts year wise during the last five years

Year					
Number					

3 Institution:

3.1 Total expenditure excluding salary year wise during the last five years (INR in lakhs)

Year					
Number					

3.2 Number of Computers in the institution for academic purposes _____

Criterion I – Curricular Aspects (105)

Key Indicator – 1.1 Curriculum Planning (25)

Metric No.	Metric	Weightage
<p>1.1.1 Q₁M</p>	<p><i>Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.</i></p> <p>Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Details of <ol style="list-style-type: none"> a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed • Plan developed for the last completed academic year • Plans for mid- course correction wherever needed for last completed academic year • Any other relevant information 	<p>8</p>
<p>1.1.2 Q_nM</p>	<p><i>At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year</i></p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • List of persons who participated in the process of in-house curriculum planning • Meeting notice and minutes of the meeting for in-house curriculum planning 	<p>8</p>

	<ul style="list-style-type: none"> • A copy of the programme of action for in- house curriculum planned and adopted during the last completed academic year • Any other relevant information 	
1.1.3 Q _n M	<p><i>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through</i></p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • URL to the page on website where the PLOs and CLOs are listed • Prospectus for the last completed academic year • Report and photographs with caption and date of student induction programmes • Report and photographs with caption and date of teacher orientation programmes • Any other relevant information 	9

Key Indicator- 1.2 Academic Flexibility (40)

Metric No.	Metric	Weightage																
1.2.1 Q _n M	<p><i>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</i></p> <p>1.2.1.1: Number of optional / elective courses including pedagogy courses offered programme-wise during the last five years</p> <p>1.2.1.2: Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Year</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;">Total</td> </tr> <tr> <td>Total number of optional / electives courses offered</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Year							Total	Total number of optional / electives courses offered								9
Year							Total											
Total number of optional / electives courses offered																		

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">programme wise</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td>Total Number of optional /electives courses as per syllabus</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of optional /electives courses including pedagogy courses offered programme wise during the last five years}}{\text{Total number of optional /electives courses including pedagogy courses available as per Syllabus during the last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum • Academic calendar showing time allotted for optional / electives / pedagogy courses • Any other relevant information 	programme wise							Total Number of optional /electives courses as per syllabus							
programme wise																
Total Number of optional /electives courses as per syllabus																
<p>1.2.2</p> <p>Q_nM</p>	<p>Average number of value-added courses offered during the last five years</p> <p>1.2.2.1: Number of value-added courses offered during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Year</th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;">Total</th> </tr> </thead> <tbody> <tr> <td>Total number of value-added courses offered</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Average} = \frac{\text{Total number of value – added courses offered during the last five years}}{5}$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Brochure and Course content along with CLOs of value-added courses • Any other relevant information 	Year						Total	Total number of value-added courses offered							<p>9</p>
Year						Total										
Total number of value-added courses offered																

<p>1.2.3 Q_nM</p>	<p>Percentage of students enrolled in the value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1: Number of students enrolled in the value-added courses mentioned at 1.2.2 during the last five years</p> <table border="1" data-bbox="337 411 1263 646"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of students enrolled in the value-added courses</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of students enrolled in the value-added courses during the last five years}}{\text{Total number of students on-rolls during the last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • List of the students enrolled in the value-added course as defined in 1.2.2 • Course completion certificates • Any other relevant information 	Year						Total	Number of students enrolled in the value-added courses							<p>7</p>
Year						Total										
Number of students enrolled in the value-added courses																
<p>1.2.4 Q_nM</p>	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <ol style="list-style-type: none"> 1. Provision in the Time Table 2. Facilities in the Library 3. Computer lab facilities 4. Academic Advice/Guidance <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template • Document showing teachers' mentoring and assistance to students to avail of self-study courses • Any other relevant information 	<p>8</p>														

<p>1.2.5 Q_nM</p>	<p>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <p>1.2.5.1: Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <table border="1" data-bbox="337 411 1224 575"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of students completed self- study course(s)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of students completed self - study course (s) during the last five years}}{\text{Total number of students on-rolls during the last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Certificates / evidences for completing the self-study course(s) • List of students enrolled and completed in self study course(s) • Any other relevant information 	Year						Total	Number of students completed self- study course(s)							<p>7</p>
Year						Total										
Number of students completed self- study course(s)																

Key Indicator- 1.3 Curriculum Enrichment (25)

Metric No.	Metric	Weightage
<p>1.3.1</p> <p>Q1M</p>	<p><i>Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas</i></p> <p>Describe the curricular thrusts to achieve the following in not more than 100 words each</p> <ul style="list-style-type: none"> • A fundamental or coherent understanding of the field of teacher education • Procedural knowledge that creates teachers for different levels of school education skills that are specific to one’s chosen specialization • Capability to extrapolate from what one has learnt and apply acquired competencies • Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • List of activities conducted in support of each of the above • Photographs indicating the participation of students, if any • Any other relevant information 	<p>9</p>

<p>1.3.2 Q₁M</p>	<p><i>Institution familiarizes students with the diversities in school system in Indian as well as in an international and comparative perspective.</i></p> <p>Describe in not more than 500 words how students are familiarized with the diversity in school system in India with respect to:</p> <ul style="list-style-type: none"> • Development of school system • Functioning of various Boards of School Education • Functional differences among them • Assessment systems • Norms and standards • State-wise variations • An international and comparative perspective <p>Upload</p> <ul style="list-style-type: none"> • Action plan indicating the way students are familiarized with the diversities in Indian school systems • Documentary evidence in support of the claim • Any other relevant information 	<p>9</p>
<p>1.3.3 Q₁M</p>	<p><i>Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme</i></p> <p>Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • Any other relevant information 	<p>7</p>

Key Indicator- 1.4 Feedback System (15)

Metric No.	Metric	Weightage
<p>1.4.1 Q_nM</p>	<p><i>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</i></p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Sample filled-in feedback forms of the stake holders • Any other relevant information 	<p>6</p>
<p>1.4.2 Q_nM</p>	<p><i>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</i></p> <ol style="list-style-type: none"> A. Feedback collected, analysed, action taken and available on website B. Feedback collected, analysed and action taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected <p>Indicate the one applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Stakeholder feedback analysis report with seal and signature of the Principal • Action taken report of the institution with seal and signature of the Principal • Any other relevant information 	<p>9</p>

Criteria II- Teaching- Learning and Evaluation (360)

Key Indicator- 2.1 Student Enrollment and Profile (15)

Metric No.	Metric	Weightage																					
<p>2.1.1</p> <p>Q_nM</p>	<p><i>Average enrollment percentage of students during the last five years</i></p> <p>2.1.1.1: Number of students enrolled during the last five years</p> <table border="1" data-bbox="337 567 1226 693"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Total</td> </tr> <tr> <td>Number of students enrolled</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\text{Percentage per Year} = \frac{\text{Number of students enrolled for the year}}{\text{Number of seats sanctioned for the year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Document relating to sanction of intake from university • Approval letter of NCTE for intake for all programs • Approved admission list year-wise/ program-wise • Any other relevant information 	Year						Total	Number of students enrolled							<p>7</p>							
Year						Total																	
Number of students enrolled																							
<p>2.1.2</p> <p>Q_nM</p>	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years</i></p> <p>2.1.2.1: Number of students enrolled from the reserved categories during the last five years</p> <table border="1" data-bbox="354 1617 1274 1858"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Total</td> </tr> <tr> <td>Number of students enrolled from reserved categories</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Seats earmarked for reserved categories</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Year						Total	Number of students enrolled from reserved categories							Seats earmarked for reserved categories							<p>6</p>
Year						Total																	
Number of students enrolled from reserved categories																							
Seats earmarked for reserved categories																							

	<p>Formula:</p> $\text{Percentage per Year} = \frac{\text{Number of students enrolled from reserved categories for the year}}{\text{Number of seats earmarked for reserved categories for the year}} \times 100$ $\text{Aggregate Percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version) • Final admission list published by the HEI • Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year • Any other relevant information 															
<p>2.1.3 QnM</p>	<p>Percentage of students enrolled from EWS and Divyangjan categories during the last five years</p> <p>2.1.3.1: Number of students enrolled from EWS and Divyangjan categories during the last five years</p> <table border="1" data-bbox="354 1163 1273 1362"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of students enrolled from EWS and Divyangjan categories</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of students enrolled from EWS and Divyangjan categories during the last five years}}{\text{Total number of students enrolled during the last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Certificate of EWS and Divyangjan • List of students enrolled from EWS and Divyangjan • Any other relevant information 	Year						Total	Number of students enrolled from EWS and Divyangjan categories							<p>2</p>
Year						Total										
Number of students enrolled from EWS and Divyangjan categories																

Key Indicator- 2.2 Honoring Student Diversity (30)

Metric No.	Metric	Weightage
<p>2.2.1 Q₁M</p>	<p><i>Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students</i></p> <p>Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 500 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • Documents showing the performance of students at the entry level • Any other relevant information 	<p>8</p>
<p>2.2.2 Q_nM</p>	<p><i>Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through</i></p> <ol style="list-style-type: none"> 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Relevant documents highlighting the activities to address the student diversities • Reports with seal and signature of Principal • Photographs with caption and date, if any • Any other relevant information 	<p>8</p>

<p>2.2.3 Q_nM</p>	<p><i>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</i></p> <ol style="list-style-type: none"> 1. No Special effort put forth in accordance with learner needs 2. Only when students seek support 3. As an institutionalized activity in accordance with learner needs 4. Left to the judgment of the individual teacher/s 5. Whenever need arises due to student diversity <p>Indicate the one applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Relevant documents highlighting the activities to address the differential student needs • Reports with seal and signature of the Principal • Photographs with caption and date • Any other relevant information 	<p>8</p>
<p>2.2.4 Q_nM</p>	<p><i>Student-Mentor ratio for the last completed academic year</i></p> <p>2.2.4.1:Number of mentors in the Institution</p> <p>Formula:</p> <p>Number of mentors: Number of students</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Relevant documents of mentor-mentee activities with seal and signature of the Principal • Any other relevant information 	<p>6</p>

Key Indicator - 2.3 Teaching- Learning Process (70)

Metric No.	Metric	Weightage														
<p>2.3.1 Q₁M</p>	<p><i>Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning</i></p> <p>Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 500 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Course wise details of modes of teaching learning adopted during last completed academic year in each programme • Any other relevant information 	<p>10</p>														
<p>2.3.2 Q_nM</p>	<p><i>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</i></p> <p>2.3.2.1: Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT</p> <table border="1" data-bbox="354 1182 1247 1419"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of full-time teachers integrating ICT for effective teaching with LMS</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total Number of full-time teachers using ICT during the last five years}}{\text{Total number of full-time teachers during the last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Link to LMS • Any other relevant information 	Year						Total	Number of full-time teachers integrating ICT for effective teaching with LMS							<p>10</p>
Year						Total										
Number of full-time teachers integrating ICT for effective teaching with LMS																

<p>2.3.3 Q_nM</p>	<p><i>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice</i></p> <p>2.3.3.1: Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</p> <table border="1" data-bbox="337 485 1263 562"> <tr> <td data-bbox="337 485 906 562">Number of students using ICT support for learning</td> <td data-bbox="906 485 1263 562"></td> </tr> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of students using ICT support for learning}}{\text{Total number of students on-rolls during the last completed academic year}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Programme wise list of students using ICT support • Documentary evidence in support of the claim • Landing page of the Gateway to the LMS used • Any other relevant information 	Number of students using ICT support for learning		<p>10</p>
Number of students using ICT support for learning				
<p>2.3.4 Q_nM</p>	<p><i>ICT support is used by students in various learning situations such as</i></p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations • Geo-tagged photographs wherever applicable • Link of resources used • Any other relevant information 	<p>8</p>		
<p>2.3.5 Q_iM</p>	<p><i>Continual mentoring is provided by teachers for developing professional attributes in students</i></p>	<p>8</p>		

	<p>Describe in not more than 500 words the nature of mentoring efforts in the institution with respect to</p> <ul style="list-style-type: none"> • working in teams • dealing with student diversity • conduct of self with colleagues and authorities • balancing home and work stress • keeping oneself abreast with recent developments in education and life <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • Any other relevant information 	
<p>2.3.6 Q_nM</p>	<p><i>Institution provides exposure to students about recent developments in the field of education through</i></p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. ‘Book reading’ & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Documentary evidence in support of the selected response/s • Reports of activities conducted related to recent developments in education with video graphic support, wherever possible • Any other relevant information 	8
<p>2.3.7 Q_iM</p>	<p><i>Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students</i></p> <p>Describe two cases in not more than 500 words each showcasing how this is attempted by teachers along with its impact on students</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • Any other relevant information 	16

Key Indicator- 2.4 Competency and Skill Development (100)

Metric No	Metric	Weightage
<p>2.4.1 Q_nM</p>	<p><i>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</i></p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Documentary evidence in support of the selected response/s • Reports of activities with video graphic support wherever possible • Any other relevant information 	<p>10</p>
<p>2.4.2 Q_nM</p>	<p><i>Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as</i></p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement <p>Indicate the one/s applicable</p>	<p>10</p>

	<p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Reports and photographs / videos of the activities • Attendance sheets of the workshops / activities with seal and signature of the Principal • Documentary evidence in support of each selected activity • Any other relevant information 	
<p>2.4.3 Q_nM</p>	<p><i>Competency of effective communication is developed in students through several activities such as</i></p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Details of the activities carried out during last completed academic year in respect of each response indicated • Any other relevant information 	5
<p>2.4.4 Q_nM</p>	<p><i>Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses</i></p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Samples prepared by students for each indicated assessment tool • Documents showing the different activities for evolving indicated assessment tools • Any other relevant information 	8

<p>2.4.5 Q_nM</p>	<p><i>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</i></p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Documentary evidence in support of each response selected • Sample evidence showing the tasks carried out for each of the selected response • Any other relevant information 	<p>8</p>
<p>2.4.6 Q_nM</p>	<p><i>Students develop competence to organize academic, cultural, sports and community related events through</i></p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Documentary evidence showing the activities carried out for each of the selected response • Report of the events organized • Photographs with caption and date wherever possible • Any other relevant information 	<p>8</p>
<p>2.4.7 Q_nM</p>	<p><i>A variety of assignments given and assessed for theory courses through</i></p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 	<p>7</p>

	<p>3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study</p> <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Samples of assessed assignments for theory courses of different programmes • Any other relevant information 	
<p>2.4.8 Q₁M</p>	<p><i>Internship programme is systematically planned with necessary preparedness</i></p> <p>Describe institution's preparatory efforts at organizing internship programme in not more than 500 words with respect to the following:</p> <ol style="list-style-type: none"> 1. Selection/identification of schools for internship: participative/on request 2. Orientation to school principal/teachers 3. Orientation to students going for internship 4. Defining role of teachers of the institution 5. Streamlining mode/s of assessment of student performance 6. Exposure to variety of school set ups <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • Any other relevant information 	<p>8</p>
<p>2.4.9 Q_nM</p>	<p><i>Average number of students attached to each school for internship during the last completed academic year</i></p> <p>2.4.9.1 : Number of final year students during the last completed academic year</p> <p>2.4.9.2 : Number of schools selected for internship during the last completed academic year</p> <p>Formula:</p> <p>Number of final year students: Number of schools selected</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template 	<p>5</p>

	<ul style="list-style-type: none"> • Copy of the schedule of work of internees in each school • Plan of teacher engagement in school internship • Any other relevant information 	
<p>2.4.10</p> <p>Q_nM</p>	<p><i>Nature of internee engagement during internship consists of</i></p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Sample copies for each of selected activities claimed • School-wise internship reports showing student engagement in activities claimed • Wherever the documents are in regional language, provide English translated version • Any other relevant information 	8
<p>2.4.11</p> <p>Q_iM</p>	<p><i>Institution adopts effective monitoring mechanisms during internship programme.</i></p> <p>Describe in not more than 500 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the response • Any other relevant information 	8
<p>2.4.12</p> <p>Q_nM</p>	<p><i>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</i></p> <ol style="list-style-type: none"> 1. Self 	7

	<ol style="list-style-type: none"> 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) • Two filled in sample observation formats for each of the claimed assessors • Any other relevant information 	
<p>2.4.13</p> <p>Q_nM</p>	<p><i>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</i></p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Format for criteria and weightages for interns’ performance appraisal used • Five filled in formats for each of the aspects claimed • Any other relevant information 	<p>8</p>

Key Indicator- 2.5 Teacher Profile and Quality (30)

Metric No.	Metric	Weightage						
<p>2.5.1</p> <p>Q_nM</p>	<p>Percentage of fulltime teachers against sanctioned posts during the last five years</p> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of full-time teachers during the last five years}}{\text{Total number of sanctioned posts of teachers during the last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal • English translation of sanction letter if it is in regional language • Any other relevant information 	<p>9</p>						
<p>2.5.2</p> <p>Q_nM</p>	<p>Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>2.5.2.1: Number of full time teachers in the institution with Ph.D. degree during the last five years</p> <table border="1" data-bbox="337 1241 1263 1404"> <thead> <tr> <th>Year (Block)</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of full-time teachers with Ph.D. Degree</td> <td>(n)</td> </tr> <tr> <td>Number of full-time teachers during the last five year</td> <td>(N)</td> </tr> </tbody> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of full-time teachers with Ph.D degree during the last five years (n)}}{\text{Average number of full time teachers during the last five years (N)}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Certificates of Doctoral Degree (Ph.D) of the faculty • Any other relevant information 	Year (Block)	Total	Number of full-time teachers with Ph.D. Degree	(n)	Number of full-time teachers during the last five year	(N)	<p>8</p>
Year (Block)	Total							
Number of full-time teachers with Ph.D. Degree	(n)							
Number of full-time teachers during the last five year	(N)							

<p>2.5.3 Q_nM</p>	<p><i>Average teaching experience of full time teachers for the last completed academic year</i></p> <p>2.5.3.1: Total number of years of teaching experience of full-time teachers for the last completed academic year</p> <table border="1" data-bbox="337 415 1247 527"> <tr> <td data-bbox="337 415 972 527">Total number of years of teaching experience of full-time teachers for the last completed academic year</td> <td data-bbox="972 415 1247 527"></td> </tr> </table> <p>Formula:</p> $\text{Average teaching experience} = \frac{\text{Total number of years of teaching experience of full-time teachers for the last completed academic year}}{\text{Total number of full time teachers for the last completed academic year}}$ <p>Upload</p> <ul style="list-style-type: none"> • Copy of the appointment letters of the fulltime teachers • Any other relevant information 	Total number of years of teaching experience of full-time teachers for the last completed academic year		<p>7</p>
Total number of years of teaching experience of full-time teachers for the last completed academic year				
<p>2.5.4 Q_iM</p>	<p><i>Teachers put-forth efforts to keep themselves updated professionally</i></p> <p>Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 500 words</p> <ol style="list-style-type: none"> 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence to support the claim • Any other relevant information 	<p>6</p>		

Key Indicator- 2.6 Evaluation Process (25)

Metric No.	Metric	Weightage
<p>2.6.1 Q_iM</p>	<p><i>Continuous Internal Evaluation (CIE) of student learning is in place in the institution</i></p> <p>Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 500 words</p>	<p>5</p>

	<p>Upload</p> <ul style="list-style-type: none"> • Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal • Any other relevant information 	
<p>2.6.2 Q_nM</p>	<p><i>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</i></p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Copy of university regulation on internal evaluation for teacher education • Annual Institutional plan of action for internal evaluation • Details of provisions for improvement and bi-lingual answering • Documentary evidence for remedial support provided • Any other relevant information 	<p>8</p>
<p>2.6.3 Q_IM</p>	<p><i>Mechanism for grievance redressal related to examination is operationally effective</i></p> <p>Describe the mechanism and procedure for grievance redressal related to examination in not more than 500 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal • Any other relevant information 	<p>7</p>
<p>2.6.4 Q_IM</p>	<p><i>The institution adheres to academic calendar for the conduct of Internal Evaluation</i></p> <p>Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 500 words.</p>	<p>5</p>

	<p>Upload</p> <ul style="list-style-type: none"> • Academic calendar of the Institution with seal and signature of the Principal • Any other relevant information 	
--	--	--

Key Indicator- 2.7 Student Performance and Learning Outcomes (40)

Metric No.	Metric	Weightage																					
<p>2.7.1</p> <p>Q_iM</p>	<p><i>The teaching learning process of the institution is aligned with the stated PLOs and CLOs.</i></p> <p>Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 500 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • Any other relevant information 	<p>10</p>																					
<p>2.7.2</p> <p>Q_nM</p>	<p><i>Average pass percentage of students during the last five years</i></p> <p>2.7.2.1: Total number of students who passed the university examination during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of students passed</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Number of final year students appeared</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Average Pass Percentage} = \frac{\text{Total Number of final year students who passed the university examination during the last five years}}{\text{Total number of final year students who appeared for the final examination during the last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Result sheet for each year received from the Affiliating University 	Year						Total	Number of students passed							Total Number of final year students appeared							<p>8</p>
Year						Total																	
Number of students passed																							
Total Number of final year students appeared																							

	<ul style="list-style-type: none"> • Certified report from the Head of the Institution indicating pass percentage of students program-wise • Any other relevant information 			
2.7.3 Q _i M	<p><i>The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements</i></p> <p>Describe the manner in which progress in student performance on learning tasks is recorded in the transcript in respect of both cognitive and professional attributes in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved. • Any other relevant information 	9		
2.7.4 Q _n M	<p><i>Performance of outgoing students in internal assessment</i></p> <p>2.7.4.1: Number of students achieving on an average 70% or more in internal assessment activities during the last completed academic year</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 5px;">Number of students achieving on an average 70% or more on internal assessment activities</td> <td style="width: 50%;"></td> </tr> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Number of students achieving on an average 70\% or more on internal assessment activities during last completed academic year}}{\text{Total number of final year students during the last completed academic year}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data template • Record of student-wise / programme-wise / semester-wise internal assessment of students during the last completed academic year • Any other relevant information 	Number of students achieving on an average 70% or more on internal assessment activities		7
Number of students achieving on an average 70% or more on internal assessment activities				
2.7.5 Q _i M	<p><i>Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.</i></p> <p>Describe with examples the extent to which the assessment task and the</p>	6		

	performance of students reflect their initially identified learning needs in not more than 500 words.	
	Upload <ul style="list-style-type: none"> • Documentary evidence in respect to claim • Any other relevant information 	

Key Indicator- 2.8 Students’ Satisfaction Survey (50)

Metric No.	Metric	Weightage
2.8.1 Q _n M	Online students’ satisfaction survey regarding Teaching - Learning Process (preceding year only) Upload <ul style="list-style-type: none"> • Data as per Data Template (Database of all currently enrolled students need to be prepared and shared with NAAC along with the online submission of QIF)	50

Criterion III- Research and Outreach Activities (100)

Key Indicator 3.1- Resource Mobilisation for Research (30)

Metric No.	Metric	Weightage														
3.1.1 Q _n M	Average number of research projects funded by government and/ or non-government agencies during the last five years 3.1.1.1: Number of research projects funded by government and non-government agencies during the last five years <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Year</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;">Total</td> </tr> <tr> <td>Total number of funded research projects</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> Formula: $\text{Average} = \frac{\text{Total number of funded research projects during last five years}}{5}$	Year						Total	Total number of funded research projects							8
Year						Total										
Total number of funded research projects																

	<p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Sanction letter from the funding agency • Any other relevant information 															
<p>3.1.2 Q_nM</p>	<p><i>Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</i></p> <p>3.1.2.1: Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <table border="1"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Total grants received</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Average grant} = \frac{\text{Total grants received during the last five years}}{5}$ <p>Upload</p> <ul style="list-style-type: none"> • Sanction letter from the funding agency • Income Expenditure statements highlighting the research grants received certified by the auditor • Any other relevant information 	Year						Total	Total grants received							<p>8</p>
Year						Total										
Total grants received																
<p>3.1.3 Q_nM</p>	<p><i>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of</i></p> <ol style="list-style-type: none"> 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Institutional Policy document detailing scheme of incentives • Sanction letters of award of incentives 	<p>9</p>														

	<ul style="list-style-type: none"> Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal Documentary evidence for each of the claims Any other relevant information 	
3.1.4 Q _n M	<p><i>Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include</i></p> <ol style="list-style-type: none"> Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> Documentary evidences in support of the claims Details of reports highlighting the claims made by the institution Reports of innovations tried out and ideas incubated Copyrights or patents filed Any other relevant information 	5

Key Indicator 3.2- Research Publications (15)

Metric No.	Metric	Weightage														
3.2.1 Q _n M	<p><i>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</i></p> <p>3.2.1.1: Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of research papers / articles published</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Average number of publications} = \frac{\text{Total number of research papers / articles in UGC notified Journals during the last five years}}{\text{Average number of full time teachers during the last five years}}$	Year						Total	Number of research papers / articles published							7
Year						Total										
Number of research papers / articles published																

	<p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • First page of the article/journals with seal and signature of the Principal • E-copies of outer jacket/contents page of the journals in which articles are published • Any other relevant information 															
<p>3.2.2 Q_nM</p>	<p><i>Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years</i></p> <p>3.2.2.1: Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years</p> <table border="1" data-bbox="367 814 1235 1075"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of books and / or chapters in edited books, papers in National / International conference proceedings published</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Average number of publications per teacher} = \frac{\text{Total number of books, chapters in edited books, papers in national or international conference proceedings published during last five years}}{\text{Average number of full time teachers during last five years}}$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • First page of the published book/chapter with seal and signature of the Principal • E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise • Any other relevant information 	Year						Total	Number of books and / or chapters in edited books, papers in National / International conference proceedings published							<p>8</p>
Year						Total										
Number of books and / or chapters in edited books, papers in National / International conference proceedings published																

Key Indicators 3.3 –Outreach Activities (30)

Metric No.	Metric	Weightage														
3.3.1 Q _n M	<p>Average number of outreach activities organized by the institution during the last five years</p> <p>3.3.1.1: Total number of outreach activities organized by the institution during the last five years.</p> <table border="1"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of outreach activities</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Average per year} = \frac{\text{Total number of outreach activities organised by the institution during the last five years}}{5}$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal • Any other relevant information 	Year						Total	Number of outreach activities							5
Year						Total										
Number of outreach activities																
3.3.2 Q _n M	<p>Percentage of students participating in outreach activities organized by the institution during the last five years</p> <p>3.3.2.1: Number of students participating in outreach activities organized by the institution during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of students participating in outreach activities</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of students participating in outreach activities organised by institution during last five years}}{\text{Total number of students on-rolls during last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Event-wise newspaper clippings / videos / photographs with captions and dates • Report of each outreach activity with seal and signature of the 	Year						Total	Number of students participating in outreach activities							6
Year						Total										
Number of students participating in outreach activities																

	<p>Principal</p> <ul style="list-style-type: none"> Any other relevant information 															
<p>3.3.3 Q_nM</p>	<p><i>Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years</i></p> <p>3.3.3.1: Number of students participated in activities as part of national priority programmes during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of students participated in activities as part of national priority programmes</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of students participating in activities as part of National priority Programmes during the last five years}}{\text{Total number of students on-rolls during the last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> Data as per Data Template Documentary evidence in support of the claim along with photographs with caption and date Any other relevant information 	Year						Total	Number of students participated in activities as part of national priority programmes							<p>6</p>
Year						Total										
Number of students participated in activities as part of national priority programmes																
<p>3.3.4 Q_tM</p>	<p><i>Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development</i></p> <p>Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 500 words.</p> <p>Upload</p> <ul style="list-style-type: none"> Relevant documentary evidence for the claim Report of each outreach activity signed by the Principal Any other relevant information 	<p>8</p>														
<p>3.3.5 Q_nM</p>	<p><i>Number of awards and honours received for outreach activities from government / recognized agency during the last five years</i></p>	<p>5</p>														

<p>3.3.5.1: Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.</p>													
<table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Year						Number						
Year													
Number													
<p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Appropriate certificates from the awarding agency • Any other relevant information 													

Key Indicator - 3.4 Collaboration and Linkages (25)

Metric No.	Metric	Weightage														
<p>3.4.1</p> <p>Q_nM</p>	<p><i>Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</i></p> <p>3.4.1.1: Number of linkages for faculty exchange, student exchange, research etc. during the last five years</p> <table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Total</td> </tr> <tr> <td>Number of Linkages</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\text{Average number of linkages} = \frac{\text{Total number of linkages during the last five years}}{5}$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • List of teachers/students benefited by linkage – exchange and research • Report of each linkage along with videos/photographs • Any other relevant information 	Year						Total	Number of Linkages							<p>8</p>
Year						Total										
Number of Linkages																
<p>3.4.2</p> <p>Q_nM</p>	<p><i>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</i></p> <p>3.4.2.1: Number of functional MoUs with institutions of National and / or</p>	<p>8</p>														

	<p>International importance, other universities, industries, corporate houses etc. during the last five years</p> <table border="1" data-bbox="337 285 1271 363"> <tr> <td data-bbox="337 285 889 363">Number of Functional MoUs during last five years (Block Year)</td> <td data-bbox="889 285 1271 363"></td> </tr> </table> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Copies of the MoU's with institution / industry/ corporate houses • Any other relevant information 	Number of Functional MoUs during last five years (Block Year)		
Number of Functional MoUs during last five years (Block Year)				
<p>3.4.3 Q_nM</p>	<p><i>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</i></p> <ol style="list-style-type: none"> 1. Local community based activities 2. Practice teaching /internship in schools 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education 4. Discern ways to strengthen school based practice through joint discussions and planning 5. Join hands with schools in identifying areas for innovative practice 6. Rehabilitation Clinics 7. Linkages with general colleges <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Report of each activities with seal and signature of the Principal • Any other relevant information 	<p>9</p>		

Criterion IV - Infrastructure and Learning Resources (100)

Key Indicator – 4.1 Physical Facilities (30)

Metric No.	Metric	Weightage
<p>4.1.1 Q₁M</p>	<p><i>The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered</i></p> <p>Describe the adequacy of facilities for Teaching –Learning as per the</p>	<p>10</p>

	<p>minimum specified requirement by statutory bodies in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • List of physical facilities available for teaching learning • Geo-tagged photographs • Any other relevant information 																	
<p>4.1.2 Q_nM</p>	<p><i>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</i></p> <p>4.1.2.1: Number of classrooms and seminar hall(s) with ICT facilities</p> <p>4.1.2.2: Number of Classrooms and seminar hall(s) in the institution</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Number of classrooms and seminar hall(s) with ICT facilities</td> <td style="width: 100px;"></td> </tr> <tr> <td style="padding: 5px;">Total number of Classrooms and seminar hall(s) in the institution</td> <td></td> </tr> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of classrooms and Seminar halls with ICT Facilities}}{\text{Total number of Classrooms and seminar halls in the Institution}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Geo-tagged photographs • Link to relevant page on the Institutional website • Any other relevant information 	Number of classrooms and seminar hall(s) with ICT facilities		Total number of Classrooms and seminar hall(s) in the institution		10												
Number of classrooms and seminar hall(s) with ICT facilities																		
Total number of Classrooms and seminar hall(s) in the institution																		
<p>4.1.3 Q_nM</p>	<p><i>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years(INR in lakhs)</i></p> <p>4.1.3.1:Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Year</td> <td style="width: 40px;"></td> <td style="width: 40px;"></td> <td style="width: 40px;"></td> <td style="width: 40px;"></td> <td style="width: 40px;"></td> <td style="width: 40px;"></td> <td style="padding: 5px;">Total</td> </tr> <tr> <td style="padding: 5px;">Total actual expenditure for</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Year							Total	Total actual expenditure for								10
Year							Total											
Total actual expenditure for																		

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">infrastructure augmentation</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> </tr> </table>	infrastructure augmentation								
infrastructure augmentation										
<p>Formula:</p> $\text{Percentage} = \frac{\text{Total actual expenditure for infrastructure augmentation during the last five years}}{\text{Total expenditure of the Institution excluding salary during the last five years}} \times 100$										
<p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal • Any other relevant information 										

Key Indicator – 4.2 Library as a Learning Resource (30)

Metric No.	Metric	Weightage
4.2.1 Q ₁ M	<p><i>Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software</i></p> <p>Describe the features of Library Automation in not more than 500 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Bill for augmentation of library signed by the Principal • Web-link to library facilities, if possible • Any other relevant information 	5
4.2.2 Q ₁ M	<p><i>Institution has remote access to library resources which students and teachers use frequently</i></p> <p>Give details of Gateway for remote access to library resources used by teachers and students in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Landing page of the remote access webpage • Details of users and details of visits/downloads • Any other relevant information 	3

<p>4.2.3 Q_nM</p>	<p><i>Institution has subscription for e-resources and has membership / registration for the following</i></p> <ol style="list-style-type: none"> 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga 4. e-books 5. Databases <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data template • Receipts of subscription /membership to e-resources • E-copy of the letter of subscription /member ship in the name of institution • Any other relevant information 	<p>3</p>														
<p>4.2.4 Q_nM</p>	<p><i>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</i></p> <p>4.2.3.1: Annual expenditure for purchase of books, journals and e-resources during the last five years (INR in Lakhs)</p> <table border="1" data-bbox="367 1100 1224 1360"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Annual expenditure for purchase of books, journals and e-resources</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Average annual expenditure} = \frac{\text{Total annual expenditure for purchase of books, journals and e – resources during last five years}}{5}$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Income Expenditure statements highlighting the expenditure on purchase of books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant • Any other relevant information 	Year						Total	Annual expenditure for purchase of books, journals and e-resources							<p>6</p>
Year						Total										
Annual expenditure for purchase of books, journals and e-resources																

<p>4.2.5 Q_nM</p>	<p>Percentage per day usage of library by teachers and students during the last completed academic year</p> <p>4.2.5.1 : Number of teachers and students using library for Month one (not less than 20 working days) during the last completed academic year 4.2.5.2 : Number of teachers and students using library for Month two (not less than 20 working days) during the last completed academic year 4.2.5.3 : Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year 4.2.5.4: Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year. 4.2.5.5: Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.</p> <table border="1" data-bbox="367 758 980 949"> <tr><td>Month1</td><td></td></tr> <tr><td>Month 2</td><td></td></tr> <tr><td>Month 3</td><td></td></tr> <tr><td>Month 4</td><td></td></tr> <tr><td>Month 5</td><td></td></tr> </table> <p>Formula:</p> $\text{Percentage} = \frac{(\text{Month 1} + \text{Month 2} + \text{Month 3} + \text{Month 4} + \text{Month 5}) / (20 \times 5)}{\text{Total number of teachers and students in the institution during the last completed academic year}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal • Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution • Any other relevant information 	Month1		Month 2		Month 3		Month 4		Month 5		<p>5</p>
Month1												
Month 2												
Month 3												
Month 4												
Month 5												
<p>4.2.6 Q_nM</p>	<p>Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways</p> <ol style="list-style-type: none"> 1. Relevant educational documents are obtained on a regular basis 2. Documents are made available from other libraries on loan 3. Documents are obtained as and when teachers recommend 4. Documents are obtained as gifts to College 	<p>8</p>										

	<p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Any other relevant information 	
--	--	--

Key Indicator- 4.3 ICT Infrastructure (25)

Metric No.	Metric	Weightage
4.3.1 Q _t M	<p><i>Institution updates its ICT facilities including Wi-Fi</i></p> <p>Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Document related to date of implementation and updation, receipt for updating the Wi-Fi • Any other relevant information 	6
4.3.2 Q _n M	<p><i>Student – Computer ratio during the last completed academic year</i></p> <p>Ratio: Number of students : Number of Computers</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per data template • Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal • Any other relevant information 	6
4.3.3 Q _n M	<p><i>Internet bandwidth available in the institution</i></p> <p>4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS</p> <p>Upload</p> <ul style="list-style-type: none"> • Receipt for connection indicating bandwidth • Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth 	6

	<ul style="list-style-type: none"> Any other relevant Information 	
<p>4.3.4</p> <p>Q_nM</p>	<p><i>Facilities for e-content development are available in the institution such as</i></p> <ol style="list-style-type: none"> Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> Data as per Data Template Link to videos of the e-content development facilities List the equipment purchased for claimed facilities along with the relevant bills Link to the e-content developed by the faculty of the institution Any other relevant information 	7

Key Indicator – 4.4 Maintenance of Campus and Infrastructure (15)

Metric No.	Metric	Weightage														
<p>4.4.1</p> <p>Q_nM</p>	<p><i>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</i></p> <p>4.4.1.1: Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Expenditure on maintenance of physical and academic support facilities in INR Lakhs</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p>	Year						Total	Expenditure on maintenance of physical and academic support facilities in INR Lakhs							8
Year						Total										
Expenditure on maintenance of physical and academic support facilities in INR Lakhs																

	$\text{Percentage Expenditure} = \frac{\text{Total expenditure exclusively on maintenance of physical and academic support facilities during the last five years}}{\text{Total expenditure excluding salary component during the last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant • Any other relevant information 	
4.4.2 Q _n M	<p><i>Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place</i></p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Appropriate link(s) on the institutional website • Any other relevant information 	7

Criterion V- Student Support and Progression (115)

Key Indicator- 5.1 Student Support (40)

Metric No.	Metric	Weightage
5.1.1 Q _n M	<p><i>A range of capability building and skill enhancement initiatives are undertaken by the institution such as</i></p> <ol style="list-style-type: none"> 1. Career and Personal Counseling 2. Skill enhancement in academic, technical and organizational aspects 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two 5. E-content development 6. Online assessment of learning <p>Indicate the one/s applicable</p> <p>Upload</p>	10

	<ul style="list-style-type: none"> • Data as per Data Template • Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal • Sample feedback sheets from the students participating in each of the initiative • Photographs with date and caption for each initiative • Any other relevant information 	
<p>5.1.2</p> <p>Q_nM</p>	<p><i>Available student support facilities in institution are</i></p> <ol style="list-style-type: none"> 1. Vehicle Parking 2. Common rooms separately for boys and girls 3. Recreational facility 4. First aid and medical aid 5. Transport 6. Book bank 7. Safe drinking water 8. Hostel 9. Canteen 10. Toilets for girls <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Geo-tagged photographs • Any other relevant information 	10
<p>5.1.3</p> <p>Q_nM</p>	<p><i>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</i></p> <ol style="list-style-type: none"> 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students 4. Provision for students to submit grievances online/offline 5. Grievance redressal committee meets on a regular basis 6. Students' grievances are addressed within 7 days of receiving the complaint <p>Indicate the one/s applicable</p>	10

	<p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template for the applicable options • Institutional guidelines for students' grievance redressal • Composition of the student grievance redressal committee including sexual harassment and ragging • Samples of grievance submitted offline • Any other relevant information 	
<p>5.1.4 Q_nM</p>	<p><i>Institution provides additional support to needy students in several ways such as</i></p> <ol style="list-style-type: none"> 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident) <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data template • Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter • Report of the Placement Cell • Any other relevant information 	10

Key Indicator- 5.2 Student Progression (25)

Metric No.	Metric	Weightage																
<p>5.2.1 Q_nM</p>	<p><i>Percentage of placement of students as teachers/teacher educators</i></p> <p>5.2.1.1: Number of students of the institution placed as teachers/teacher educators during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Year</th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;">Total</th> </tr> </thead> <tbody> <tr> <td>Number of students placed as teachers/teacher educators</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year							Total	Number of students placed as teachers/teacher educators								10
Year							Total											
Number of students placed as teachers/teacher educators																		

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Total number of graduating students</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of graduates placed as teacher / teacher educators during last five years}}{\text{Total number of graduating students during last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Annual reports of Placement Cell for five years • Appointment letters of 10% graduates for each year • Any other relevant information 	Total number of graduating students															
Total number of graduating students																	
<p>5.2.2 Q_nM</p>	<p>Percentage of student progression to higher education during the last completed academic year</p> <p>5.2.2.1: Number of outgoing students progressing from Bachelor to PG (A1). 5.2.2.2: Number of outgoing students progressing from PG to M.Phil (A2). 5.2.2.3: Number of outgoing students progressing from PG / M.Phil to Ph.D (A3).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Bachelor to PG:</th> <th>PG to M.Phil</th> <th>PG to Ph.D</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of students' progressing to higher education</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total number of students passed</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of students progressing to higher education (A1+A2+A3) during last completed academic year}}{\text{Total number of graduating students during the last completed academic year}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Details of graduating students and their progression to higher education with seal and signature of the principal • Documentary evidence in support of the claim • Any other relevant information 		Bachelor to PG:	PG to M.Phil	PG to Ph.D	Total	Number of students' progressing to higher education					Total number of students passed					<p>8</p>
	Bachelor to PG:	PG to M.Phil	PG to Ph.D	Total													
Number of students' progressing to higher education																	
Total number of students passed																	

<p>5.2.3 Q_nM</p>	<p>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</p> <p>5.2.3.1: Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Year</th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;">Total</th> </tr> </thead> <tbody> <tr> <td>Number of Students qualified (NET/SLET/ TET/ CTET)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of graduating students</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of students qualified in NET/SLET/TET/CTET during last five years}}{\text{Total number of graduating students during the last 5 years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Copy of certificates for qualifying in the state/national examination • Any other relevant information 	Year						Total	Number of Students qualified (NET/SLET/ TET/ CTET)							Number of graduating students							<p>7</p>
Year						Total																	
Number of Students qualified (NET/SLET/ TET/ CTET)																							
Number of graduating students																							

Key Indicator- 5.3 Student Participation in Activities (20)

Metric No.	Metric	Weightage
<p>5.3.1 Q_iM</p>	<p>Student council is active and plays a proactive role in the institutional functioning</p> <p>Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Copy of constitution of student council signed by the Principal • List of students represented on different bodies of the Institution signed by the Principal • Documentary evidence for alumni role in institution functioning 	<p>8</p>

	<p>and for student welfare</p> <ul style="list-style-type: none"> Any other relevant information 															
<p>5.3.2 Q_nM</p>	<p><i>Average number of sports and cultural events organized at the institution during the last five years</i></p> <p>5.3.2.1: Number of sports and cultural events organized at the institution during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of sports and cultural events organized</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Average number} = \frac{\text{Total number of sports and cultural events organised during last five years}}{5}$ <p>Upload</p> <ul style="list-style-type: none"> Data as per Data Template Reports of the events along with the photographs with captions and dates Copy of circular / brochure indicating such kind of events Any other relevant information 	Year						Total	Number of sports and cultural events organized							<p>12</p>
Year						Total										
Number of sports and cultural events organized																

Key Indicator- 5.4 Alumni Engagement (30)

Metric No.	Metric	Weightage
<p>5.4.1 Q_IM</p>	<p><i>Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution</i></p> <p>Describe the role of alumni association in the development of institution in not more than 500 words highlighting two significant contributions in any functional aspects</p> <p>Upload</p> <ul style="list-style-type: none"> Details of office bearers and members of alumni association Certificate of registration of Alumni Association, if registered Any other relevant information 	<p>8</p>

<p>5.4.2 Q_nM</p>	<p><i>Alumni has an active role in the regular institutional functioning such as</i></p> <ol style="list-style-type: none"> 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence for the selected claim • Income Expenditure statement highlighting the alumni contribution • Report of alumni participation in institutional functioning for last completed academic year • Any other relevant information 	<p>8</p>														
<p>5.4.3 Q_nM</p>	<p><i>Number of meetings of Alumni Association held during the last five years</i></p> <p>5.4.3.1:Number of meetings of Alumni Association held during the last five years</p> <table border="1" data-bbox="337 1171 1279 1360"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of Meetings of Alumni Association</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association • Any other relevant information 	Year						Total	Number of Meetings of Alumni Association							<p>6</p>
Year						Total										
Number of Meetings of Alumni Association																
<p>5.4.4 Q_iM</p>	<p><i>Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.</i></p> <p>Describe the mechanism through which Alumni Association acts as an</p>	<p>8</p>														

	<p>effective support system to the institution in motivating, nurturing special talent in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • Any other relevant information 	
--	---	--

Criterion VI: Governance, Leadership and Management (120)

Key Indicator- 6.1 Institutional Vision and Leadership (15)

Metric No.	Metric	Weightage
6.1.1 Q ₁ M	<p><i>The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission</i></p> <p>Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 500 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Vision and Mission statements of the institution • List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal • Documentary evidence in support of the claim • Any other relevant information 	5
6.1.2 Q ₁ M	<p><i>Institution practices decentralization and participative management</i></p> <p>Describe the process of decentralization and participative management practiced in the institution in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Relevant documents to indicate decentralization and participative management • Any other relevant information 	5
6.1.3	<p><i>The institution maintains transparency in its financial, academic, administrative and other functions</i></p>	5

Q₁M	<p>Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 500 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Reports indicating the efforts made by the institution towards maintenance of transparency • Any other relevant information 	
-----------------------	---	--

Key Indicator- 6.2 Strategy Development and Deployment (25)

Metric No.	Metric	Weightage
6.2.1 Q ₁ M	<p><i>The institutional Strategic plan is effectively deployed</i></p> <p>Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the last five years in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Link to the page leading to Strategic Plan and deployment documents • Documentary evidence in support of the claim • Any other relevant information 	8
6.2.2 Q ₁ M	<p><i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</i></p> <p>Describe the functioning of the institutional bodies in not more than 500 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Link to organogram on the institutional website • Documentary evidence in support of the claim • Any other relevant information 	5
6.2.3 Q _n M	<p><i>Implementation of e-governance are in the following areas of operation</i></p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 	6

	<p>5. Examination System 6. Biometric / digital attendance for staff 7. Biometric / digital attendance for students</p> <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Screen shots of user interfaces of each module • Annual e-governance report • Geo-tagged photographs • Any other relevant information 	
<p>6.2.4 Q₁M</p>	<p><i>Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions</i></p> <p>Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 500 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Minutes of the meeting with seal and signature of the Principal • Action taken report with seal and signature of the Principal • Any other relevant information 	<p>6</p>

Key Indicator- 6.3 Faculty Empowerment Strategies (30)

Metric No.	Metric	Weightage
<p>6.3.1 Q₁M</p>	<p><i>Effective implementation of welfare measures for teaching and non-teaching staff is in place</i></p> <p>Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • List of welfare measures provided by the institution with seal and signature of the Principal • List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal • Any other relevant information 	<p>7</p>

<p>6.3.2 Q_nM</p>	<p><i>Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years</i></p> <p>6.3.2.1: Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years</p> <table border="1" data-bbox="367 474 1230 646"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Total</td> </tr> <tr> <td>Number of teachers receiving financial</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of teachers receiving financial support to attend seminars, conferences or workshops and towards membership fees during the last five years}}{\text{Total number of full time teachers during the last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Institutional Policy document on providing financial support to teachers • E-copy of letter/s indicating financial assistance to teachers • Certificate of participation for the claim • Certificate of membership • Income Expenditure statement highlighting the financial support to teachers • Any other relevant information 	Year						Total	Number of teachers receiving financial							<p>7</p>
Year						Total										
Number of teachers receiving financial																
<p>6.3.3 Q_nM</p>	<p><i>Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.</i></p> <p>6.3.3.1: Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years</p> <table border="1" data-bbox="337 1675 1240 1877"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Total</td> </tr> <tr> <td>Number of professional development /administrative training programmes</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Year						Total	Number of professional development /administrative training programmes							<p>5</p>
Year						Total										
Number of professional development /administrative training programmes																

	<p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Brochures / Reports along with Photographs with date and caption • List of participants of each programme • Any other relevant information 															
<p>6.3.4 Q_nM</p>	<p><i>Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes</i></p> <p>6.3.4.1: Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years</p> <table border="1" data-bbox="367 846 1235 995"> <thead> <tr> <th>Years</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of participating teachers</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of participating teachers in FDPs during the last five years}}{\text{Total number of full-time teachers during the last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Copy of Course completion certificates • Any other relevant information 	Years						Total	Number of participating teachers							<p>6</p>
Years						Total										
Number of participating teachers																
<p>6.3.5 Q_IM</p>	<p><i>The institution has a performance appraisal system for teaching and non-teaching staff</i></p> <p>Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 500 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal • Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal • Any other relevant information 	<p>5</p>														

Key Indicator- 6.4 Financial Management and Resource Mobilization (20)

Metric No.	Metric	Weightage														
<p>6.4.1</p> <p>Q_iM</p>	<p><i>Institution conducts internal or /and external financial audit regularly</i></p> <p>Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the last five years in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Report of Auditors of last five years signed by the Principal. • List of audit objections and their compliance with seal and signature of the Principal • Any other relevant information 	<p>6</p>														
<p>6.4.2</p> <p>Q_nM</p>	<p><i>Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)</i></p> <p>6.4.2.1: Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)</p> <table border="1" data-bbox="383 1073 1230 1297"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Funds/ Donations received from NGOs, individuals, philanthropists (INR in Lakhs)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Average funds/donations} = \frac{\text{Total funds or donations received from non – government bodies, individuals and Philanthropists during the last five years}}{5}$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal • Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given • Any other relevant information 	Year						Total	Funds/ Donations received from NGOs, individuals, philanthropists (INR in Lakhs)							<p>7</p>
Year						Total										
Funds/ Donations received from NGOs, individuals, philanthropists (INR in Lakhs)																

<p>6.4.3 Q_iM</p>	<p><i>Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.</i></p> <p>Describe the procedure of mobilization of funds and its optimal utilization in not more than 500 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal • Any other relevant information 	<p>7</p>
---	--	-----------------

Key Indicator- 6.5 Internal Quality Assurance System (30)

Metric No.	Metric	Weightage
<p>6.5.1 Q_iM</p>	<p><i>Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies</i></p> <p>Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal • Any other relevant information 	<p>5</p>
<p>6.5.2 Q_iM</p>	<p><i>The institution reviews its teaching-learning process periodically through IQAC or any other mechanism</i></p> <p>Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 500 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal • Any other relevant information 	<p>7</p>
<p>6.5.3 Q_nM</p>	<p><i>Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years</i></p> <p>6.5.3.1: Number of quality initiatives taken by IQAC or any other</p>	<p>7</p>

	<p>mechanism for promoting quality culture during the last five years.</p> <table border="1" data-bbox="337 264 1187 489"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of quality initiatives taken by IQAC / any other mechanism</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Average number} = \frac{\text{Total number of quality initiatives taken by IQAC or any other mechanism during the last five years}}{5}$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Report of the work done by IQAC or other quality mechanisms • List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal • Any other relevant information 	Year						Total	Number of quality initiatives taken by IQAC / any other mechanism							
Year						Total										
Number of quality initiatives taken by IQAC / any other mechanism																
<p>6.5.4 Q_nM</p>	<p><i>Institution engages in several quality initiatives such as</i></p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Link to the minutes of the meeting of IQAC • Link to Annual Quality Assurance Reports (AQAR) of IQAC • Consolidated report of Academic Administrative Audit (AAA) • e-Copies of the accreditations and certifications • Supporting document of participation in NIRF • Feedback analysis report • Any other relevant information 	<p>5</p>														

<p>6.5.5 Q₁M</p>	<p><i>Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives</i></p> <p><u>For first cycle:</u> <i>Describe two examples to show incremental improvements achieved within the institution during the last five years in not more than 500 words each</i></p> <p><u>For second and subsequent cycles:</u> <i>Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 500 words each</i></p> <p>Upload</p> <ul style="list-style-type: none"> • Relevant documentary evidence in support of the claim • Any other relevant information 	<p>6</p>
---	--	-----------------

Criterion VII- Institutional Values and Best Practices (100)

Key Indicator- 7.1 Institutional Values and Social Responsibilities (60)

Metric No.	Metric	Weightage
<p>7.1.1 Q₁M</p>	<p><i>Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements</i></p> <p>Describe the institution’s energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 500 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Institution’s energy policy document • Any other relevant information 	<p>8</p>
<p>7.1.2 Q₁M</p>	<p><i>Institution has a stated policy and procedure for implementation of waste management</i></p> <p>Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 500 words.</p> <p>Upload</p>	<p>3</p>

	<ul style="list-style-type: none"> • Documentary evidence in support of the claim • Any other relevant information 	
<p>7.1.3</p> <p>Q_nM</p>	<p><i>Institution waste management practices include</i></p> <ol style="list-style-type: none"> 1. Segregation of waste 2. E-waste management 3. Vermi-compost 4. Bio gas plants 5. Sewage Treatment Plant <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of each selected response • Geo-tagged photographs • Income Expenditure statement highlighting the specific components • Any other relevant information 	4
<p>7.1.4</p> <p>Q_nM</p>	<p><i>Institution has water management and conservation initiatives in the form of</i></p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Income Expenditure statement highlighting the specific components • Documentary evidence in support of the claim • Geo-tagged photographs • Any other relevant information 	8
<p>7.1.5</p> <p>Q_iM</p>	<p><i>Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment</i></p> <p>Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 500 words</p>	6

	<p>Upload</p> <ul style="list-style-type: none"> • Documents and/or photographs in support of the claim • Any other relevant information 															
<p>7.1.6</p> <p>Q_nM</p>	<p><i>Institution is committed to encourage green practices that include</i></p> <ol style="list-style-type: none"> 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Videos / Geotagged photographs related to Green Practices adopted by the institution • Circulars and relevant policy papers for the claims made • Snap shots and documents related to exclusive software packages used for paperless office • Income Expenditure statement highlighting the specific components • Any other relevant information 	8														
<p>7.1.7</p> <p>Q_nM</p>	<p><i>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</i></p> <p>7.1.7.1:Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Year</th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;">Total</th> </tr> </thead> <tbody> <tr> <td>Expenditure on green initiatives and waste management (INR in lakhs)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total expenditure on green initiatives and waste management during the last five years}}{\text{Total expenditure excluding salary during the last five years}} \times 100$	Year						Total	Expenditure on green initiatives and waste management (INR in lakhs)							8
Year						Total										
Expenditure on green initiatives and waste management (INR in lakhs)																

	<p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Income Expenditure statement on green initiatives, energy and waste management • Any other relevant information 	
<p>7.1.8</p> <p>Q₁M</p>	<p><i>Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.</i></p> <p>Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • Any other relevant information 	<p>7</p>
<p>7.1.9</p> <p>Q_nM</p>	<p><i>Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways</i></p> <ol style="list-style-type: none"> 1. Code of Conduct is displayed on the institution's website 2. Students and teachers are oriented about the Code of Conduct 3. There is a committee to monitor adherence to the Code of Conduct 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University • Web-Link to the Code of Conduct displayed on the institution's website • Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct • Details of the Monitoring Committee, Professional ethics programmes, if any • Any other relevant information 	<p>8</p>

Key Indicator- 7.2 Best Practices (20)

Metric No.	Metric	Weightage
7.2.1 Q₁M	<p><i>Describe at least two institutional best practices (as per NAAC format given on its website)</i></p> <p>Describe any two best practices successfully implemented by the institution as per NAAC format</p> <p>Upload</p> <ul style="list-style-type: none"> • Photos related to two best practices of the Institution • Any other relevant information 	20

Key Indicator- 7.3 Institutional Distinctiveness (20)

Metric No.	Metric	Weightage
7.3.1 Q₁M	<p><i>Performance of the institution in one area of distinctiveness related to its vision, priority and thrust</i></p> <p>Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 500 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Photo and /or video of institutional performance related to the one area of its distinctiveness • Any other relevant information 	20

Section C: Appendices

- 1. Glossary*
- 2. Abbreviations*
- 3. Student Satisfaction Survey - Questionnaire*

Appendix 1: Glossary

Academic,Administrative Audit(AAA)	An exercise which serves to provide assurance that the delegated responsibilities for quality and standards of academic and administrative provisions are being appropriately discharged
Academic Flexibility	Choices offered to the students in the curriculum
Accreditation	Certification of an academic institution with reference to quality provision that is valid for a fixed period.
Benchmarks	An example of good performance that serves as a standard for comparison of one's own performance. In the A&A process benchmarks are the standards set in respect of each Metric against which response of the HEIs are compared and scored accordingly.
Best practices	Practices in various aspects of the HEI's functioning which have led to enhancement in the quality culture within the institution
Bibliometrics	is a statistical analysis of written publications, such as books or articles
Blended Learning	A mixing of different learning environments such as traditional face-to-face classroom methods with modern computer-mediated activities.
Choice Based Credit System (CBCS)	A mode of learning in higher education which facilitates a student to have some freedom in selecting his/her own choices, across various disciplines for completing a UG / PG program. All UG and PG programs, as per UGC, have to implement CBCS
Collaboration	Formal agreement/ understanding between any two or more institutions for curricular aspects such as teaching and internship, as well as training, research, student/ faculty exchange or outreach support.
Community engagement	Participation of the HEI in one or more activities being carried out in the community and/or efforts put forth towards introducing newer elements into the community
e-PG Pathshala	High quality, curriculum-based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistics and languages developed under the initiative of MHRD, under its National Mission on Education through ICT (NMEICT) Mission. http://epgp.inflibnet.ac.in/
e-Shodhganga	Shodhganga@INFLIBNET provides a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access.
e-ShodhSindhu	e-Shodh Sindhu (https://www.inflibnet.ac.in/ess) provides current as well as archival access to more than 15,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and aggregators to its member institutions including centrally-funded technical institutions.

Full Time Teachers	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.
Functional MoUs	Memoranda of Understanding that are currently operational, signed by the Institution with national and international agencies
Graduate Attributes	The disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future.
Green Audit	The process of assessing the environmental impact of an organization, process, project, product, etc.
Grievance Redressal	Mechanisms for receiving, processing and addressing dissatisfaction expressed, complaints and other formal requests made by learners, staff and other stakeholders on the institutional provisions promised and perceived
H-index (Hirsch Index)	An index that attempts to measure both the productivity and impact of the published work of a scientist or scholar. The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications.
INFLIBNET Database	Information and Library Network Centre maintains a database on books, theses and serials
Institutional Distinctiveness	institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location
Institutional Social Responsibility (ISR)	Focuses on the institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behaviour and the need to practice good citizenship.
Learning Outcomes	Specific intentions of a Programme or module, written in clear terms. They describe what a student should know, understand, or be able to do at the end of that Programme or module
Levels of Learning Outcomes	Learning outcomes are ideally visualised at at- least two levels: Course level and Programme level. Programme Learning Outcomes: PLOs are statements that describe what the students graduating from any of the educational Programmes should be able to do. Course Learning Outcomes: CLOs are statements that describe what students should be able to do at the end of a course. Theoretically, the course level learning outcomes are further specifications of the broader Programme level outcomes. So, the CLOs are subsumed in the PLOs.
Organogram	Organogram is a diagram that shows the structure of an organization and the relationships between and among its parts. It is also known as Organisational Structure.
Outcome	An outcome of an educational Programme is what the student should be able to do at the end of a Programme/ course/ instructional unit.

Outreach programme / activities	a systematic attempt to provide services beyond institutional limits, participating in activities and processes in the community.
Participative Learning	Participatory Learning and Action is a family of approaches, methods, attitudes, behaviours and relationships, which enable and empower people to share, analyze and enhance their knowledge of their life and conditions, and to plan, act, monitor, evaluate and reflect.
Participative Management	Refers to an open form of management where employees are actively involved in the institution's decision making process.
Perspective Plan	Is a blue print regarding the objectives and targets of long term growth
Situatedness	Situatedness refers to involvement within a context. It also refers to placement of learning experiences in authentic contexts or settings
Value Added Courses	Courses of varying durations which are optional, and offered outside the curriculum that add value and helping them students in getting placed.

Appendix 2: Abbreviations

A&A (A/A)	Assessment and Accreditation
AC	Academic Council
AMC	Annual Maintenance Contract
ASC	Academic Staff College
AVRC	Audio-Visual Research Centre
AICTE	All India Council for Technical Education
AQAR	Annual Quality Assurance Report
BoS	Board of Studies
CBCS	Choice Based Credit System
COSIST	Committee for Strengthening of Infrastructure Improvement Programme in Science and Technology
CLOs	Course Learning Outcomes
CSA	Centre for Social Action
CTE	College of Teacher Education
CSIR	Council of Scientific and Industrial Research
CTET	Common Teachers Eligibility Test
CPE	Colleges with Potential for Excellence
D.El.Ed.	Diploma in Elementary Education
DELNET	Developing Library Network
DEP	Distance Education Programmes
DRS	Departmental Research Support of UGC
DSA	Departmental Special Assistance of UGC
DST	Department of Science and Technology
EMRC	Educational Multimedia Research Centre
FDPs	Faculty Development Programmes
FIST	Fund for the Improvement of Science and Technology Infrastructure
HRDC	Human Resource Development Centre
IAS	Indian Administrative Services
ICHR	Indian Council of Historical Research
ICPR	Indian Council of Philosophical Research
ICSSR	Indian Council of Social Science Research
ICT	Information and Communication Technology
IEEE	Institute of Electrical and Electronic Engineers
IIQA	Institutional Information for Quality Assessment
IQAC	Internal Quality Assurance Cell
IQAS	Internal Quality Assurance System
ILMS	Integrated Learning Management System
INFLIBNET	Information and Library Network
INSA	Indian National Science Academy

IPR	IntellectualPropertyRights
ISR	InstitutionalSocialResponsibility
IUC	InterUniversityCentre
KI-GP(s)	Key Indicator-wiseGradePoint(s)
LCS	Lecture Capturing System
LMS	Learning Management Systems
Mbps	Megabits per second
MHRD	MinistryofHuman ResourceandDevelopment
MoC	MemorandumofContract
MoU	MemorandumofUnderstanding
MIR	MinimumInstitutionalRequirements
MIS	ManagementInformation System
NAAC	National Assessment and Accreditation Council
NCTE	NationalCouncilforTeacherEducation
NET	NationalEligibilityTest
NGO	NonGovernmentalOrganization
NPE	NationalPolicyEducation
NPTEL	NationalProgrammedTeachingEnhanced Learning
OMR	OpticalMarkRecognition
OPAC	OnlinePublicAccessCatalogue
PG	Post Graduate
Ph.D	Doctor of Philosophy
PLOs	Programme Learning Outcomes
PTR	PeerTeamReport
QAA	QualityAssuranceAgency
SAP	SpecialAssistanceProgramme
SLET	StateLevelEligibilityTest
SJR	SCImago Journal Rank
SLQACC	StateLevel QualityAssuranceCo-ordination Committee
SNIP	SourceNormalizedImpactperPaper
SSR	Self-StudyReport
SSS	Student Satisfactory Survey
SWOC	Strengths,Weaknesses,Opportunitiesand Challenges
TEI	TeacherEducationInstitution
TET	Teachers Eligibility Test
TOEFL	TestofEnglishasaForeignLanguage
UGC	UniversityGrantsCommission
UNESCO	UnitedNationsEducational,Scientificand CulturalOrganization
UNDP	UnitedNationDevelopmentProgramme
USIC	UniversityScienceInstrumentationCentre
Wi-Fi	WirelessFidelity
YRC	YouthRedCross

Appendix 3

**National Assessment and Accreditation Council (NAAC)
Student Satisfaction Survey
Key Indicator - 2.8.1
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, in various Teacher Education which will help to upgrade the quality in Teacher Education. Kindly participate in the survey by responding to the questions given hereunder. Your responses will be utilized only for academic purpose. Your identity will be confidential.

A) Age:

B) Name of the College:

C) Gender: a) Female b) Male c) Transgender

D) Which degree program did you pursue in this College?

- a) B. Ed.
- b) M. Ed.
- c) B. P. Ed
- d) M. P. Ed
- e) B. Ed (Special Education).
- f) M. Ed (Special Education)
- g) MPhil
- h) Ph.D.
- i) Other () Please specify

F) What subject area are you currently pursuing?

- a) Teacher Education
- b) Special Education
- c) Physical Education
- d) Any Other ()

Kindly note:

- Ensure your response to all the questions/items given below.
- Your responses must be given on line only
- Each question has five responses, choose the most appropriate one according to you and indicate your answer with a tick mark.
- There is a provision in questions/item numbers 14 and 15 for you to make any suggestions to improve teaching-learning and evaluation process in the college. You also can mention any weakness of the college.
- There is a provision in question numbers 16 for you to rate the overall performance of the college.

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

1. When you joined the College, you were oriented about expectations from you and the competencies you should develop on completion of the Programme?
 - a. Both expectations and competencies were clearly stated
 - b. Only one of the two was clearly stated
 - c. Both were stated but not adequately
 - d. Could not understand both clearly
 - e. No such orientation was given

2. The teaching of theory courses helped you to become aware about the working of school system in the country.
 - a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree

3. Did the educational documents/reports available at the institution help you to understand the educational functioning?
 - a. To a very great extent
 - b. To a great extent
 - c. To some extent
 - d. Not very sure
 - e. Not of any help

4. You got an exposure to multiple modes of teaching learning in the college
 - a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree

5. Did you get opportunity to learn through internet-based sources during your stay in the College?
 - a. Regularly
 - b. As and when teacher specified

- c. Occasionally
 - d. Very rarely
 - e. Not at all
- 6.** To what extent did the teaching-learning in the College enabled you to be capable of meaningfully adopting ICT based learning sequences for school teaching?
- a. Can use all ICT resources with ease
 - b. Can use some ICT resources with ease
 - c. Can use ICT resources in a limited way
 - d. Not so confident in using any ICT resources
 - e. Not at all capable in using ICT resources
- 7.** The learning activities provided in the college helped you to develop necessary competencies to become a teacher?
- a. Greater extent
 - b. Some extent
 - c. Occasionally
 - d. Very rarely
 - e. Not at all
- 8.** How well you were “prepared” for the practice of teaching in schools?
- a. Very well prepared
 - b. Satisfactorily prepared
 - c. Somewhat prepared
 - d. Not well prepared
 - e. Not at all prepared
- 9.** Did the orientation given for the school-based internship was useful and adequate?
- a. Very useful & adequate
 - b. Useful & adequate
 - c. Just barely adequate
 - d. Useful and not adequate
 - e. Not at all useful& adequate
- 10.** My experience in school during internship was very useful
- a. Strongly agree
 - b. Agree

- c. Not sure
 - d. Disagree
 - e. Strongly disagree
- 11.** The internal evaluation in the college was relevant and impartial.
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
- 12.** Overall qualities of teaching learning and Evaluation processes in the College are good?
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
- 13.** Did the mentoring process in the college help you to resolve the difficulties in academic and personal matters?
- a. Greater extent
 - b. Some extent
 - c. occasionally
 - d. very rarely
 - e. Not at all
- 14.** Name any two significant attributes which you have learnt helped you for effective classroom teaching:
- i.
 - ii.
- 15.** Mention any two of your expectations from Teacher Education Programme which are fulfilled
- i.
 - ii.

16. Mention any two of your expectations from Teacher Education Programme which are not fulfilled

- i.
- ii.

17. Considering all your experiences with respect to teaching- learning and evaluation process in the College how do you rate the college on a five point scale

Excellent / Good / Satisfactory / Not Satisfactory / Very Poor

