

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

*(AQAR format in line with the revised manual of
Teacher Education Colleges,
with effect from the academic year 2020-21)*



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

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

NAAC

VISION

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

MISSION

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

Value Framework

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

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

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*(AQAR format in line with the revised manual of
Teacher Education Colleges,
including Special Education and Physical Education
with effect from the academic year 2020-21)*

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National Assessment and Accreditation Council

Date: 10th July 2020

**Academic Year 2019-2020
(Considering COVID 19 pandemic)**

For the academic years 2019-2020 and 2020-2021 depending on the spread and intensity of the Pandemic, the academic schedules will differ from State to State or University to University, NAAC shall relax the condition making flexible and open-ended provisions for deciding the academic years. Through this institutions will be permitted to make the submissions as and when they complete the academic year.

Further for those who have already submitted their applications, in view of the pandemic situation NAAC shall extend the time for submitting the data including the academic year 2019-2020 within three months from the Government notification to resume the normal academic activities and completion of the conduct of examinations and other academic processes by the Higher Education Institution.

**Sd-
Director, NAAC**

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

Introduction

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

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

IQAC – Vision

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

Objective

The primary aim of the IQAC is

- To develop a mechanism to promote conscious, consistent and catalytic action plans to improve the academic and administrative performance of the institution.
- To promote institutional quality enhancement and sustenance through the internalization of quality culture and institutionalization of the best practices.

Strategies

IQAC shall evolve a mechanism and procedures for

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

Functions

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

Benefits

IQAC will facilitate / contribute to

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

Composition of the IQAC

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

The composition of the IQAC should be as follows:

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

The composition of the IQAC will depend on the size and complexity of the institution and accordingly the representation of teachers may vary. The IQAC helps the institution in planning and monitoring quality-related activities. It ensures the various stakeholders' and beneficiaries' cross-sectional participation in the institution's quality-enhancement activities. The guidelines given here are only indicative and will help the institutions in their quality-sustenance activities. The membership of the nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-thirds of the total number of members. The Agenda, Minutes and Action Taken Reports are to be documented and maintained electronically in a retrievable format.

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

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

The Role of the Coordinator

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

Operational Features of the IQAC

Quality assurance is a by-product of the ongoing efforts of an institution to define its objectives and chalk out a work plan to achieve them and also specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence, devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The IQAC has to ensure that whatever is done in the institution for higher education is done efficiently and effectively. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on the various aspects of the functioning of the institution. The IQAC Coordinator has a major role in implementing these functions. The IQAC may derive support from the already existing units and mechanism that contribute to the functions listed above.

Institutions are requested to submit the AQAR every year and the submission should start after one year from the date of accreditation. A functional IQAC and timely submission of the AQAR are the minimum institutional requirements to go in for the

second, third and subsequent cycles of accreditation. During the institutional visit, the NAAC peer team will interact with the IQAC to know about its functioning, progress, and the quality sustenance initiatives undertaken by it.

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

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

Revised Accreditation Framework

NAAC launched the Revised Accreditation Framework in July 2017 and hence the AQAR format also was modified in tune with the new methodology. The tools and parameters in the new AQAR format have been designed in such a way that the preparation of the AQAR would facilitate the HEI's SSR preparation for the upcoming cycle of accreditation. It is hoped that new AQAR format would facilitate Higher Education Institutions in creating a good database at the institutional level for enhancing a culture of excellence.

As per the Revised Accreditation Framework (RAF), NAAC-accredited institutions need to submit the AQAR online. The portal for submission of AQAR will open from June to December of every academic year. Henceforth, HEIs need not submit the printed/hard copy of the AQAR to NAAC. The login ID for the online submission of the AQAR will be the e-mail ID used for the Institutional Information for Quality Assessment (IIQA). The AQAR of the preceding year (last completed academic year) should be submitted to NAAC before 31st December, every year. When institutions submit the AQAR online they will receive an automated response from the NAAC portal.

Mandatory Submission of AQAR by IQAC

The Executive Committee of NAAC has decided to make the regular submission of the AQAR by the HEIs as mandatory for the second and subsequent cycles of accreditation, with effect from 16th September 2016.

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

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

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

Guidelines to HEIs to fill in AQAR

- Institution has to submit AQAR online in the prescribed format only. Institution has to provide Completed academic year data. Only one year data to be provided in AQAR.
- Duly filled Data template has to be submitted along with AQAR online. Data template along with supporting documents needs to be uploaded in the institutional website.
- QIM responses to be recorded in 100-200 words only
- If the institution does not submit the AQARs in time, it will be recorded as late submission. The same will be reflected in the notification in HEI as well NAAC portal. Auto generated e-mail will be sent to the Institution for late submission.
- After the approval of AQAR, the edit option will not be provided.
- If the institutions do not respond for clarification sought and do not re-edit the AQAR within the stipulated time line even after 3 reminders, NAAC will accept AQAR as it is and an automated email / reviewed email will be sent to the HEI.
- All the glossaries used in AQAR shall be read in conjunction with the respective manuals.
- Academic year will be as prescribed by the Accreditation process and procedures
- The Revised format of AQAR will be implemented from the academic year 2020 – 2021.
- In the AQAR, during the year has been specified which means latest completed academic year.
- The HEI's which are submitting AQAR after the first cycle (and subsequent cycle) should provide previous year AQAR links, however, those HEI's which are submitting AQAR for the first, year after first cycle of accreditation may provide the SSR link instead of AQAR link.

The Annual Quality Assurance Report (AQAR) of the IQAC
(For Teacher Education Colleges, including Special
Education and Physical Education)

Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report i.e. Annual Quality Assurance Report (AQAR) to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the IQAC at the beginning of the Academic year. *The AQAR period would be the Academic Year. (For example, June 1, 2017 to May 31, 2018)*

(With effect from academic year 2020-21)

Part – A

Data of the Institution

(Data may be captured from IIQA)

1. Name of the Institution

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

2. Institutional status:

- Teacher Education/ Special Education/Physical Education:
- Type of Institution: Co-education/Men/Women
- Location : Rural/Semi-urban/Urban:

- Financial Status: Grants-in aid/ UGC 2f and 12 (B)/ Self financing (please specify)
- Name of the Affiliating University:
- Name of the IQAC Co-ordinator :
- Phone no. :
- Alternate phone no.
- Mobile:
- IQAC e-mail address:
- Alternate Email address:

3. Website address:

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

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

4. Whether Academic Calendar prepared during the year?

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

Weblink:

5. Accreditation Details:

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

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

7. Provide the list of funds by Central/ State Government-UGC/ICSSR/

IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.

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

Extended Profile of the Institution

1 Student:

1.1 Number of students on roll during theyear

Year	
Number	

1.2 Number of seats sanctioned during theyear

Year	
Number	

1.3 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during theyear

Year	
Number	

1.4 Number of outgoing / final year students who appeared for final examination during theyear

Year	
Number	

1.5 Number of graduating students during the year

Year	
Number	

1.6 Number of students enrolled during theyear

Year	
Number	

2 Teacher:

2.1 Number of full time teachers during theyear

Year	
Number	

2.2 Number of Sanctioned posts during theyear

Year	
Number	

3 Institution:

3.1 Total expenditure excluding salary during theyear (INR in lakhs)

Year	
Number	

3.2 Number of Computers in the institution for academic purposes

PART - B

Criterion I – Curricular Aspects

Key Indicator – 1.1 Curriculum Planning

Metric No.	Metric
<p>1.1.1 Q_iM</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 100 - 200 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 academic year • Plans for mid- course correction wherever needed for the academic year • Any other relevant information
<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 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 • A copy of the programme of action for in- house curriculum planned and adopted during the academic year • Any other relevant information

<p>1.1.3 Q_nM</p>	<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 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 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
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Key Indicator- 1.2 Academic Flexibility

Metric No.	Metric						
<p>1.2.1 Q_nM</p>	<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 year</p> <p>1.2.1.2: Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Year</td> <td style="width: 50%;"></td> </tr> <tr> <td>Total number of optional / electives courses offered programme wise</td> <td></td> </tr> <tr> <td>Total Number of optional /electives courses as per syllabus</td> <td></td> </tr> </table> <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 	Year		Total number of optional / electives courses offered programme wise		Total Number of optional /electives courses as per syllabus	
Year							
Total number of optional / electives courses offered programme wise							
Total Number of optional /electives courses as per syllabus							

<p>1.2.2 Q_nM</p>	<p><i>Number of value-added courses offered during the year</i></p> <p>1.2.2.1: Number of value-added courses offered during the year</p> <table border="1" data-bbox="371 304 1015 434"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Total number of value-added courses offered</td> <td></td> </tr> </table> <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 number of value-added courses offered	
Year					
Total number of value-added courses offered					
<p>1.2.3 Q_nM</p>	<p><i>Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</i></p> <p>1.2.3.1: Number of students enrolled in the value-added courses mentioned at 1.2.2 during the year</p> <table border="1" data-bbox="344 801 1147 931"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Number of students enrolled in the value-added courses</td> <td></td> </tr> </table> <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		Number of students enrolled in the value-added courses	
Year					
Number of students enrolled in the value-added courses					
<p>1.2.4 Q_nM</p>	<p><i>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</i></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 				

1.2.5	<i>Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year</i>				
Q_nM	<p>1.2.5.1: Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 50%;">Year</td> <td style="width: 50%;"></td> </tr> <tr> <td>Number of students completed self-study course(s)</td> <td></td> </tr> </table> <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		Number of students completed self-study course(s)	
Year					
Number of students completed self-study course(s)					

Key Indicator- 1.3 Curriculum Enrichment

Metric No.	Metric
1.3.1 Q₁M	<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 - 200 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>1.3.2 Q_iM</p>	<p><i>Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective.</i></p> <p>Describe in not more than 100-200 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 • 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>1.3.3 Q_iM</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 100-200 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • Any other relevant information

Key Indicator- 1.4 Feedback System

Metric No.	Metric
<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>1.4.2</p> <p>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> <p>A. Feedback collected, analyzed, action taken and available on website B. Feedback collected, analyzed and action taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected</p> <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
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Criteria II- Teaching- Learning and Evaluation

Key Indicator- 2.1 Student Enrolment and Profile

Metric No.	Metric						
<p>2.1.1</p> <p>Q_nM</p>	<p><i>Enrolment of students during the year</i> 2.1.1.1: Number of students enrolled during the year</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Year</td> <td></td> </tr> <tr> <td>Number of students enrolled</td> <td></td> </tr> </table> <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 of all programs • Approved admission list year-wise/ program-wise • Any other relevant information 	Year		Number of students enrolled			
Year							
Number of students enrolled							
<p>2.1.2</p> <p>Q_nM</p>	<p><i>Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year</i> 2.1.2.1: Number of students enrolled from the reserved categories during the year</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Year</td> <td></td> </tr> <tr> <td>Number of students enrolled from reserved categories</td> <td></td> </tr> <tr> <td>Seats earmarked for reserved categories</td> <td></td> </tr> </table> <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 	Year		Number of students enrolled from reserved categories		Seats earmarked for reserved categories	
Year							
Number of students enrolled from reserved categories							
Seats earmarked for reserved categories							

	<ul style="list-style-type: none"> Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year Any other relevant information 				
2.1.3 Q_nM	<p><i>Number of students enrolled from EWS and Divyangjan categories during the year</i></p> <p>2.1.3.1: Number of students enrolled from EWS and Divyangjan categories during the year</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Year</td> <td></td> </tr> <tr> <td>Number of students enrolled from EWS and Divyangjan categories</td> <td></td> </tr> </table> <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		Number of students enrolled from EWS and Divyangjan categories	
Year					
Number of students enrolled from EWS and Divyangjan categories					

Key Indicator- 2.2 Honouring Student Diversity

Metric No.	Metric
2.2.1 Q_iM	<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 100-200 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
2.2.2 Q_nM	<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"> Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) 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

	<ul style="list-style-type: none"> • Reports with seal and signature of Principal • Photographs with caption and date, if any • Any other relevant information
<p>2.2.3</p> <p>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>2.2.4</p> <p>Q_nM</p>	<p><i>Student-Mentor ratio for the academic year</i> 2.2.4.1: Number of mentors in the Institution</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

Key Indicator - 2.3 Teaching- Learning Process

Metric No.	Metric
<p>2.3.1</p> <p>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 100-200 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Course wise details of modes of teaching learning adopted during the academic year in each programme • Any other relevant information

<p>2.3.2 Q_nM</p>	<p><i>Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others during the year</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="355 394 1203 557"> <tr> <td data-bbox="355 394 879 445">Year</td> <td data-bbox="879 394 1203 445"></td> </tr> <tr> <td data-bbox="355 445 879 557">Number of full-time teachers integrating ICT for effective teaching with LMS</td> <td data-bbox="879 445 1203 557"></td> </tr> </table> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Link to LMS • Any other relevant information 	Year		Number of full-time teachers integrating ICT for effective teaching with LMS	
Year					
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, during the academic year</p> <table border="1" data-bbox="341 1032 1010 1108"> <tr> <td data-bbox="341 1032 707 1108">Number of students using ICT support for learning</td> <td data-bbox="707 1032 1010 1108"></td> </tr> </table> <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			
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>2.3.5 Q_iM</p>	<p><i>Continual mentoring is provided by teachers for developing professional attributes in students</i></p> <p>Describe in not more than 100-200 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
<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 100-200 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

Key Indicator- 2.4 Competency and Skill Development

Metric No	Metric
<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>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>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 the academic year in respect of each response indicated • Any other relevant information
<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
<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>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>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 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <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 100-200 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>2.4.9 Q_nM</p>	<p><i>Number of students attached to each school for internship during the academic year</i></p> <p>2.4.9.1 : Number of final year students during the academic year 2.4.9.2 : Number of schools selected for internship during the academic year</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • 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 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
<p>2.4.11 Q_iM</p>	<p><i>Institution adopts effective monitoring mechanisms during internship programme.</i></p> <p>Describe in not more than 100-200 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
<p>2.4.12 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 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

2.4.13	<i>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</i>
Q_nM	<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

Key Indicator- 2.5 Teacher Profile and Quality

Metric No.	Metric						
2.5.1	<i>Number of fulltime teachers against sanctioned posts during the year</i>						
Q_nM	<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 						
2.5.2	<i>Number of fulltime teachers with Ph. D. degree during the year</i>						
Q_nM	<p>2.5.2.1: Number of full time teachers in the institution with Ph.D. degree during the year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Year (Block)</th> <th style="text-align: center;">Total</th> </tr> </thead> <tbody> <tr> <td>Number of full-time teachers with Ph.D. Degree</td> <td style="text-align: center;">(n)</td> </tr> <tr> <td>Number of full-time teachers during the year</td> <td style="text-align: center;">(N)</td> </tr> </tbody> </table> <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 year	(N)
Year (Block)	Total						
Number of full-time teachers with Ph.D. Degree	(n)						
Number of full-time teachers during the year	(N)						
2.5.3	<i>Number of teaching experience of full time teachers for the during the year</i>						
Q_nM	<p>2.5.3.1: Total number of years of teaching experience of full-time teachers for the academic year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Total number of years of teaching experience of full-time teachers for during the year</td> <td style="width: 20%;"></td> </tr> </table> <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 during the year					
Total number of years of teaching experience of full-time teachers for during the year							

2.5.4	<i>Teachers put-forth efforts to keep themselves updated professionally</i>
Q_iM	Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words <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

Key Indicator- 2.6 Evaluation Process

Metric No.	Metric
2.6.1	<i>Continuous Internal Evaluation (CIE) of student learning is in place in the institution</i>
Q_iM	Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words <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
2.6.2	<i>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</i>
Q_nM	<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
2.6.3	<i>Mechanism for grievance redressal related to examination is operationally effective</i>
Q_iM	Describe the mechanism and procedure for grievance redressal related to examination in not more than 100-200 words. <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

2.6.4 Q_iM	<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 100-200 words.</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
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Key Indicator- 2.7 Student Performance and Learning Outcomes

Metric No.	Metric						
2.7.1 Q_iM	<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 100 - 200 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • Any other relevant information 						
2.7.2 Q_nM	<p><i>Pass percentage of students during the year</i></p> <p>2.7.2.1: Total number of students who passed the university examination during the year</p> <table border="1" style="margin-left: 40px;"> <tr> <td style="width: 60%;">Year</td> <td></td> </tr> <tr> <td>Number of students passed</td> <td></td> </tr> <tr> <td>Total Number of final year students Appeared</td> <td></td> </tr> </table> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Result sheet for each year received from the Affiliating University • Certified report from the Head of the Institution indicating pass percentage of students program-wise • Any other relevant information 	Year		Number of students passed		Total Number of final year students Appeared	
Year							
Number of students passed							
Total Number of final year students Appeared							
2.7.3 Q_iM	<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 100-200 more than 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 						

<p>2.7.4 Q_nM</p>	<p><i>Performance of outgoing students in internal assessment</i> 2.7.4.1: Number of students achieving on an average 70% or more in internal assessment activities during the year</p> <table border="1" data-bbox="341 320 1289 439"> <tr> <td data-bbox="341 320 855 439">Number of students achieving on an average 70% or more on internal assessment activities</td> <td data-bbox="855 320 1289 439"></td> </tr> </table> <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 theyear • Any other relevant information 	Number of students achieving on an average 70% or more on internal assessment activities	
Number of students achieving on an average 70% or more on internal assessment activities			
<p>2.7.5 Q_iM</p>	<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 performance of students reflect their initially identified learning needs in not more than 100 -200 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in respect to claim • Any other relevant information 		

Criterion III- Research and Outreach Activities

Key Indicator 3.1- Resource Mobilisation for Research

Metric No.	Metric				
<p>3.1.1 Q_nM</p>	<p><i>Number of research projects funded by government and/ or non-government agencies during the year</i></p> <p>3.1.1.1: Number of research projects funded by government and non-government agencies during the year</p> <table border="1" data-bbox="370 1442 1088 1570"> <tr> <td data-bbox="370 1442 767 1496">Year</td> <td data-bbox="767 1442 1088 1496"></td> </tr> <tr> <td data-bbox="370 1496 767 1570">Total number of funded research projects</td> <td data-bbox="767 1496 1088 1570"></td> </tr> </table> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Sanction letter from the funding agency • Any other relevant information 	Year		Total number of funded research projects	
Year					
Total number of funded research projects					

<p>3.1.2 Q_nM</p>	<p><i>Number of grants received for research projects from government and / or non-government agencies during the year (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 year (INR in Lakhs)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Year</td> <td style="width: 50%;"></td> </tr> <tr> <td>Total grants received</td> <td></td> </tr> </table> <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 grants received	
Year					
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 year 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 • 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 				
<p>3.1.4 Q_nM</p>	<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"> 1. Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations 2. Encouragement to novel ideas 3. Official approval and support for innovative try-outs 4. 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 				

Key Indicator 3.2- Research Publications

Metric No.	Metric				
<p>3.2.1</p> <p>Q_nM</p>	<p><i>Number of research papers / articles per teacher published in Journals notified on UGC website during the year</i></p> <p>3.2.1.1: Number of research papers / articles per teacher published in the Journals notified on UGC website during the year</p> <table border="1" data-bbox="371 521 1128 636"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Number of research papers / articles published</td> <td></td> </tr> </table> <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 	Year		Number of research papers / articles published	
Year					
Number of research papers / articles published					
<p>3.2.2</p> <p>Q_nM</p>	<p><i>Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year</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 year</p> <table border="1" data-bbox="371 1111 1166 1299"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Number of books and / or chapters in edited books, papers in National / International conference proceedings published</td> <td></td> </tr> </table> <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		Number of books and / or chapters in edited books, papers in National / International conference proceedings published	
Year					
Number of books and / or chapters in edited books, papers in National / International conference proceedings published					

Key Indicators 3.3 –Outreach Activities

Metric No.	Metric				
<p>3.3.1 Q_nM</p>	<p><i>Number of outreach activities organized by the institution during the year.</i> 3.3.1.1: Total number of outreach activities organized by the institution during the year.</p> <table border="1" data-bbox="371 465 1128 577"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Number of outreach activities</td> <td></td> </tr> </table> <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		Number of outreach activities	
Year					
Number of outreach activities					
<p>3.3.2 Q_nM</p>	<p><i>Number of students participating in outreach activities organized by the institution during the year</i> 3.3.2.1: Number of students participating in outreach activities organized by the institution during the year</p> <table border="1" data-bbox="341 987 1090 1099"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Number of students participating in outreach activities</td> <td></td> </tr> </table> <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 Principal • Any other relevant information 	Year		Number of students participating in outreach activities	
Year					
Number of students participating in outreach activities					
<p>3.3.3 Q_nM</p>	<p><i>Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year</i> 3.3.3.1: Number of students participated in activities as part of national priority programmes during the year</p> <table border="1" data-bbox="371 1574 1142 1727"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Number of students participated in activities as part of national priority programmes</td> <td></td> </tr> </table> <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		Number of students participated in activities as part of national priority programmes	
Year					
Number of students participated in activities as part of national priority programmes					

<p>3.3.4 Q₁M</p>	<p><i>Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development</i> Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words. 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>3.3.5 Q_nM</p>	<p><i>Number of awards and honours received for outreach activities from government / recognized agency during the year</i> 3.3.5.1: Total number of awards and honours received for outreach activities from government/ recognized agency during the year.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Year</td> <td></td> </tr> <tr> <td>Number</td> <td></td> </tr> </table> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Appropriate certificates from the awarding agency • Any other relevant information 	Year		Number	
Year					
Number					

Key Indicator - 3.4 Collaboration and Linkages

Metric No.	Metric				
<p>3.4.1 Q_nM</p>	<p><i>Number of linkages for Faculty exchange, Student exchange, research etc. during the year</i> 3.4.1.1: Number of linkages for faculty exchange, student exchange, research etc. during the year</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Year</td> <td></td> </tr> <tr> <td>Number of Linkages</td> <td></td> </tr> </table> <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		Number of Linkages	
Year					
Number of Linkages					
<p>3.4.2 Q_nM</p>	<p><i>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year</i> 3.4.2.1: Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Number of Functional MoUs during the year (Block Year)</td> <td></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 the year (Block Year)			
Number of Functional MoUs during the year (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
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Criterion IV - Infrastructure and Learning Resources

Key Indicator – 4.1 Physical Facilities

Metric No.	Metric				
<p>4.1.1 Q_iM</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 minimum specified requirement by statutory bodies in not more than 100 - 200 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>Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.</i></p> <p>4.1.2.1: Number of classrooms and seminar hall(s) with ICT facilities 4.1.2.2: Number of Classrooms and seminar hall(s) in the institution</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Number of classrooms and seminar hall(s) with ICT facilities</td> <td style="width: 30%;"></td> </tr> <tr> <td>Total number of Classrooms and seminar hall(s) in the institution</td> <td></td> </tr> </table> <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	
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>Number of expenditure excluding salary for infrastructure augmentation during the year (INR in lakhs)</i></p> <p>4.1.3.1: Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Year</td> <td style="width: 50%;"></td> </tr> <tr> <td>Total actual expenditure for infrastructure augmentation</td> <td></td> </tr> </table> <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 	Year		Total actual expenditure for infrastructure augmentation	
Year					
Total actual expenditure for infrastructure augmentation					

Key Indicator – 4.2 Library as a Learning Resource

Metric No.	Metric
<p>4.2.1 Q_iM</p>	<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 100 – 200 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 available • Any other relevant information
<p>4.2.2 Q_iM</p>	<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 100 - 200 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
<p>4.2.3 Q_nM</p>	<p><i>Institution has subscription for e-resources and has membership / registration for the following</i></p> <ul style="list-style-type: none"> • e-journals • e-Shodh Sindhu • Shodhganga • e-books • 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>4.2.4 Q_nM</p>	<p><i>Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)</i></p> <p>4.2.3.1: Annual expenditure for purchase of books, journals and e-resources during the year (INR in Lakhs)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%;">Year</td> <td style="width: 50%;"></td> </tr> <tr> <td>Annual expenditure for purchase of books, journals and e-resources</td> <td></td> </tr> </table> <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		Annual expenditure for purchase of books, journals and e-resources							
Year											
Annual expenditure for purchase of books, journals and e-resources											
<p>4.2.5 Q_nM</p>	<p><i>Per day usage of library by teachers and students during the academic year</i></p> <p>4.2.5.1 : Number of teachers and students using library for Month one (not less than 20 working days) during the academic year 4.2.5.2 : Number of teachers and students using library for Month two (not less than 20 working days) during the academic year 4.2.5.3 : Number of teachers and students using library for Month 3 (not less than 20 working days) during the academic year 4.2.5.4: Number of teachers and students using library for Month 4 (not less than 20 working days) during the academic year. 4.2.5.5: Number of teachers and students using library for Month 5 (not less than 20 working days) during the academic year.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%;">Month1</td> <td style="width: 50%;"></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>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 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	
Month1											
Month 2											
Month 3											
Month 4											
Month 5											

<p>4.2.6 Q_nM</p>	<p><i>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</i></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>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Any other relevant information
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Key Indicator- 4.3 ICT Infrastructure

Metric No.	Metric
<p>4.3.1 Q_iM</p>	<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 100 - 200 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
<p>4.3.2 Q_nM</p>	<p><i>Student – Computer ratio during the academic year</i></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
<p>4.3.3 Q_nM</p>	<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>Options:</p> <ol style="list-style-type: none"> A. ≥ 1 GBPS B. 500 MBPS - 1 GBPS C. 250 MBPS - 500 MBPS D. 50 MBPS - 250 MBPS <p><50 MBPS</p> <p>Upload</p> <ul style="list-style-type: none"> • Receipt for connection indicating bandwidth • Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth • Any other relevant Information

<p>4.3.4 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"> 1. Studio / Live studio 2. Content distribution system 3. Lecture Capturing System (LCS) 4. Teleprompter 5. 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
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Key Indicator – 4.4 Maintenance of Campus and Infrastructure

Metric No.	Metric				
<p>4.4.1 Q_nM</p>	<p><i>Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)</i></p> <p>4.4.1.1: Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year(INR in lakhs)</p> <table border="1" style="margin-left: 40px;"> <tr> <td style="width: 60%;">Year</td> <td></td> </tr> <tr> <td>Expenditure on maintenance of physical and academic support facilities in INR Lakhs</td> <td></td> </tr> </table> <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 	Year		Expenditure on maintenance of physical and academic support facilities in INR Lakhs	
Year					
Expenditure on maintenance of physical and academic support facilities in INR Lakhs					
<p>4.4.2 Q₁M</p>	<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 100 - 200 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Appropriate link(s) on the institutional website • Any other relevant information 				

Criterion V- Student Support and Progression

Key Indicator- 5.1 Student Support

Metric No.	Metric
<p>5.1.1</p> <p>Q_nM</p>	<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> <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
<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

	<p>5. Grievance redressal committee meets on a regular basis</p> <p>6. Students' grievances are addressed within 7 days of receiving the complaint</p> <p>Indicate the one/s applicable</p> <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</p> <p>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

Key Indicator- 5.2 Student Progression

Metric No.	Metric						
<p>5.2.1</p> <p>Q_nM</p>	<p><i>Number 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 year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Year</td> <td></td> </tr> <tr> <td>Number of students placed as teachers/teacher educators</td> <td></td> </tr> <tr> <td>Total number of graduating students</td> <td></td> </tr> </table> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Reports of Placement Cell for during the year • Appointment letters of 10% graduates for each year • Any other relevant information 	Year		Number of students placed as teachers/teacher educators		Total number of graduating students	
Year							
Number of students placed as teachers/teacher educators							
Total number of graduating students							

5.2.2	Number of student progression to higher education during the academic year															
Q_nM	<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; margin-bottom: 10px;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 15%;">Bachelor to PG:</th> <th style="width: 15%;">PG to M.Phil</th> <th style="width: 15%;">PG/ M.Phil to Ph.D</th> <th style="width: 15%;">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>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/ M.Phil to Ph.D	Total	Number of students' progressing to higher education					Total number of students passed				
	Bachelor to PG:	PG to M.Phil	PG/ M.Phil to Ph.D	Total												
Number of students' progressing to higher education																
Total number of students passed																
5.2.3	<i>Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)</i>															
Q_nM	<p>5.2.3.1: Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the year</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tbody> <tr> <td style="width: 50%;">Year</td> <td></td> </tr> <tr> <td>Number of Students qualified (NET/SLET/ TET/ CTET)</td> <td></td> </tr> <tr> <td>Number of graduating students</td> <td></td> </tr> </tbody> </table> <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		Number of Students qualified (NET/SLET/ TET/ CTET)		Number of graduating students										
Year																
Number of Students qualified (NET/SLET/ TET/ CTET)																
Number of graduating students																

Key Indicator- 5.3 Student Participation in Activities

Metric No.	Metric
5.3.1	<i>Student council is active and plays a proactive role in the institutional functioning</i>
Q_iM	Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

	<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 and for student welfare • Any other relevant information 				
<p>5.3.2</p> <p>Q_nM</p>	<p><i>Number of sports and cultural events organized at the institution during theyear</i></p> <p>5.3.2.1: Number of sports and cultural events organized at the institution during theyear</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Year</td> <td></td> </tr> <tr> <td>Number of sports and cultural events organized</td> <td></td> </tr> </table> <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		Number of sports and cultural events organized	
Year					
Number of sports and cultural events organized					

Key Indicator- 5.4 Alumni Engagement

Metric No.	Metric
<p>5.4.1</p> <p>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 100 - 200 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>5.4.2</p> <p>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 the academic year • Any other relevant information.

5.4.3 Q_nM	<p><i>Number of meetings of Alumni Association held during the year</i></p> <p>5.4.3.1: Number of meetings of Alumni Association held during the year</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Year</td> <td></td> </tr> <tr> <td>Number of Meetings of Alumni Association</td> <td></td> </tr> </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		Number of Meetings of Alumni Association	
Year					
Number of Meetings of Alumni Association					
5.4.4 Q_iM	<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 effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 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

Key Indicator- 6.1 Institutional Vision and Leadership

Metric No.	Metric
6.1.1 Q_iM	<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 100 - 200 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
6.1.2 Q_iM	<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 100 - 200 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Relevant documents to indicate decentralization and participative management • Any other relevant information

6.1.3	<i>The institution maintains transparency in its financial, academic, administrative and other functions</i>
Q_iM	Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words. Upload <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

Metric No.	Metric
6.2.1	<i>The institutional Strategic plan is effectively deployed</i>
Q_iM	Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words Upload <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
6.2.2	<i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</i>
Q_iM	Describe the functioning of the institutional bodies in not more than 100 - 200 words. Upload <ul style="list-style-type: none"> • Link to organogram on the institutional website • Documentary evidence in support of the claim • Any other relevant information
6.2.3	<i>Implementation of e-governance are in the following areas of operation</i>
Q_nM	<ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination System 6. Biometric / digital attendance for staff 7. Biometric / digital attendance for students <p>Indicate the one/s applicable</p> Upload <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

6.2.4 Q₁M	<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 100 - 200 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
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Key Indicator- 6.3 Faculty Empowerment Strategies

Metric No.	Metric				
6.3.1 Q₁M	<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 100 - 200 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 				
6.3.2 Q_nM	<p><i>Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year</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 year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Year</td> <td></td> </tr> <tr> <td>Number of teachers receiving financial</td> <td></td> </tr> </table> <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		Number of teachers receiving financial	
Year					
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 year.</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 year</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; padding: 2px;">Year</td> <td style="width: 50%;"></td> </tr> <tr> <td style="padding: 2px;">Number of professional development /administrative training programmes</td> <td></td> </tr> </table> <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 	Year		Number of professional development /administrative training programmes	
Year					
Number of professional development /administrative training programmes					
<p>6.3.4 Q_nM</p>	<p><i>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</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 year</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; padding: 2px;">Years</td> <td style="width: 50%;"></td> </tr> <tr> <td style="padding: 2px;">Number of participating teachers</td> <td></td> </tr> </table> <p>Upload</p> <ul style="list-style-type: none"> Data as per Data Template Copy of Course completion certificates Any other relevant information 	Years		Number of participating teachers	
Years					
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 100 - 200 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 				

Key Indicator- 6.4 Financial Management and Resource Mobilization

Metric No.	Metric				
6.4.1 Q _i M	<p><i>Institution conducts internal or /and external financial audit regularly</i> Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Report of Auditors of during the year signed by the Principal. • List of audit objections and their compliance with seal and signature of the Principal • Any other relevant information 				
6.4.2 Q _n M	<p><i>Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)</i> 6.4.2.1: Total funds received from non-government bodies, individuals, philanthropists during the year (INR in Lakhs)</p> <table border="1"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Funds/ Donations received from NGOs, individuals, philanthropists(INR in Lakhs)</td> <td></td> </tr> </table> <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		Funds/ Donations received from NGOs, individuals, philanthropists(INR in Lakhs)	
Year					
Funds/ Donations received from NGOs, individuals, philanthropists(INR in Lakhs)					
6.4.3 Q _i M	<p><i>Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.</i> Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 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 				

Key Indicator- 6.5 Internal Quality Assurance System

Metric No.	Metric				
6.5.1 Q ₁ M	<p><i>Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies</i> Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 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 				
6.5.2 Q ₁ M	<p><i>The institution reviews its teaching-learning process periodically through IQAC or any other mechanism</i> Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 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 				
6.5.3 Q _n M	<p><i>Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year</i> 6.5.3.1: Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year.</p> <table border="1"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Number of quality initiatives taken by IQAC / any other mechanism</td> <td></td> </tr> </table> <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		Number of quality initiatives taken by IQAC / any other mechanism	
Year					
Number of quality initiatives taken by IQAC / any other mechanism					
6.5.4 Q _n M	<p><i>Institution engages in several quality initiatives such as</i></p> <ol style="list-style-type: none"> Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) 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) 				

	<ul style="list-style-type: none"> • e-Copies of the accreditations and certifications • Supporting document of participation in NIRF • Feedback analysis report • Any other relevant information
6.5.5 Q _i M	<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 year in not more than 100 - 200 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 100 - 200 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

Criterion VII- Institutional Values and Best Practices

Key Indicator- 7.1 Institutional Values and Social Responsibilities

Metric No.	Metric
7.1.1 Q _i M	<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 100 - 200 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Institution's energy policy document • Any other relevant information
7.1.2 Q _i M	<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 100 - 200 words.</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • Any other relevant information
7.1.3 Q _n M	<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 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
<p>7.1.4 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 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
<p>7.1.5 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 100 - 200 words</p> <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 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 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

<p>7.1.7 Q_nM</p>	<p><i>Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)</i></p> <p>7.1.7.1: Total expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Year</td> <td style="width: 50%;"></td> </tr> <tr> <td>Expenditure on green initiatives and waste management (INR in lakhs)</td> <td></td> </tr> </table> <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 	Year		Expenditure on green initiatives and waste management (INR in lakhs)	
Year					
Expenditure on green initiatives and waste management (INR in lakhs)					
<p>7.1.8 Q_iM</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 100 - 200 words</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • Any other relevant information 				
<p>7.1.9 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 				

Indicator- 7.2 Best Practices

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

Key Indicator- 7.3 Institutional Distinctiveness

Metric No.	Metric
7.3.1 Q_iM	<i>Performance of the institution in one area of distinctiveness related to its vision, priority and thrust</i> Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words Upload <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

Future Plans of action for next academic year (200 words)

Name _____ Name _____

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

_____ *** _____

Abbreviations:

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

For Communication with NAAC

The Director

National Assessment and Accreditation Council (NAAC)

(An Autonomous Institution of the University Grants Commission)

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