NAAC SPONSORED
IQAC INITIATIVE
ONE DAY NATIONAL SEMINAR
ON

"REVISED NAAC FRAMEWORK 2020: PREPARATION

AND SUBMISSION OF SSR AND AQAR"

PROCEEDINGS
26.02.2021

Organized by

Internal Quality Assurance Cell (IQAC)
KLE Society's G I Bagewadi Arts, Science & Commerce College, Nipani,
Dist: Belgavi, Karnataka-591237
Affiliated to Rani Channamma University Belagavi

2021

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DEDICATED

To

National Assessment and Accreditation Council
Bengaluru

Internal Quality Assurance Cell (IQAC)
KLE Society's G I Bagewadi Arts, Science & Commerce College, Nipani,
Dist: Belgavi, Karnataka-591237

FOREWORD

Ours is a College with 60 years of history laden rural institution which has crossed its Silver Jubilee mile stone, is imparting quality education in Arts, Commerce and Science streams with a good number of short-term value added certificate courses basically to the wards of peasant families and economically weaker and backward sections of our hinter land. Our College belongs to the family of globally acknowledged K.L.E. Society that has under its Banyon like coverage, of more than 250 institutions in India and abroad imparting education of renowned standard in practically every imaginable area of knowledge. It is a matter of great pleasure for We the KLEans that our educational, democratic, charitable trust was founded by seven self-less highly educated teachers called by us reverentially as 'Saptarshis'. We are in the process of the fourth cycle of NAAC accreditation. Presently ours is an 'A' grade College with 3.35 CGPA. Our College is affiliated to Rani Channamma University, Belagavi. We have fond hopes of bettering our institution's performance in the incumbent accreditation cycle.

Post re-accreditation of our institution has witnessed marvelous growth in all spheres of its functioning be they academic, infrastructure, ICT adoption or co-curricular or extra-curricular activities.

As part of quality sustenance activities, our college has sent a proposal to NAAC seeking financial assistance for organizing national seminar on revised assessment and accreditation process. The NAAC is kind enough to approve and sanction the same. So, we have organized national seminar entitled "Revised NAAC Framework 2020: Preparation and Submission of SSR and AQAR" on 26th February 2021. We are happy to say that more than 12 papers have been presented on various aspects related to the seminar theme. The same papers are now getting published in the form of seminar proceedings with ISBN.

I am pleased to present before you the proceedings of the said seminar.

With regards,

Principal
KLE's G. I. Bagewadi
26.02.2021   College, Nipani.

PREFACE

India Education is the second largest in the world. In modern era quality is the big challenge in the HEI's. A certified agencies evaluating a quality related parameters of HEI's across the world and national level with context to HE in India. Since 1994 NAAC has been periodically Assessed and Accredited HEIs. It helps to HEI's in its achievements and improves up on its effectiveness. It serves in build monitor with frame work. The Assessment and Accreditation has been revised from time to time on the basis of stakeholders to bring objectivity transparence and easy in it's A & A. The drastic changes in the revised NAAC manual in 2017 & further it has been recently revised in December 2019, which is effected from January 2020. This manual consist of 3 sections namely;

Section A includes guidelines for Assessment and Accreditation. It covered general guidelines and A & A process to be followed by HEI's. The contents of this section are; I Introduction: Vision and Mission, Core Values, II. Assessment and Accreditation of Higher Education Institutions. Revised Assessment and Accreditation (A&A) Framework, Focus of Assessment. III Quality Indicator Framework (QIF) - Description IV. Eligibility for Assessment and Accreditation by NAAC V. The Assessment Process VI. Procedural Details VII. Assessment Outcome Calculation of Institutional CGPA, VIII Mechanism for Institutional Appeals IX. Re-Assessment X. Subsequent Cycles of Accreditation XI.Fee Structure and other Financial Implications XII Getting Ready for Submission of Self - Study Report (SSR). XIII Mandatory Disclosure on HEI's Website.

Section B. Data Requirement for SSR. This part shows the ground reality of the HEI's as for as quality performance is concerned NAAC asked the qualitative & quantitative data and information for SGS and Peer Team score

Basically there are 5 aspects in this section viz I. Executive Summary II. Profile of the College III. Extended Profile of the College IV. Quality Indicator Framework (QIF) V. Data Templates/Documents (Quantitative Metrics). All the institutions should keep ready with information of this section before IIQA/SSR submission in addition, this is also provides declaration by the head of the institution pertaining to SSR.

Section C includes appendices for reference viz Appendix 1: Glossary and Notes, Appendix 2: Abbreviations, Appendix 3: Guidelines to opt out 'Non Applicable Metrics IV. Appendix 4: Optional Metrics for 'Affiliated/Constituent Colleges.

Framework; 2020 were online submission of SSR and AQAR, pre qualifier for PTV 70% SGD and 30% judgment. Students Satisfaction Survey and DVV

This proceeding is composed with three parts. First part includes Forward, Preface, Programme, about the society, about college, theme of the seminar organizing committee & Programme schedule. Second part includes the text of the keynote address, Resource person PPT, Paper presented by delegates, Outcome of the Seminars, Institutional propose to undertake, photo gallery. The papers presented by authors are classified as per the general guidelines, A & A Process relevance to criteria.

To address these aspects of revised NAAC guidelines as much as 160delegates including other institutions and states participated in the seminar and actively took part in the presenting papers and interaction.

I take this opportunity to thanks

ABOUT K.L.E. SOCIETY

The seven great aspirants of education called "Saptharishis"on13th November, 1916 founded an Anglo Vernacular school in Belagavi to provide basic literacy to children of the farming community of North Karnataka and Maharashtra. More than ten decades the KLE Society has been playing a vital role in the academic and socio-economic upliftment of North Karnataka region by imparting education from UKG to PG.

Today KLE Society has emerged into nationally and internationally acclaimed a giant educational organization of more than 270 institutions, 16,000 dedicated faculty serve their best to cater the needs of about 1,25,000 students every year. The courses offered are in Basic Social Science, Management, Tourism, Hotel Management, Engineering and Technology, Nursing, Pharmacy, Dental, Medical Sciences, Educational training etc. The Society has established collaborations with prestigious international educational institutions of UK, USA, Malaysia, China,UAE and Zimbabwe. Our beloved Chairman Dr.Prabhakar Kore, Ex. M.P. and Chancellor of KLE University, Belagavi and assisted by the dynamic Board of Management, deserves special acknowledgement for the quantum leaps and spectacular growth that the society has achieved over the last three decades. Among the 15 aided HEI's 10 have been accredited at 'A' level. This speaks of the high standards set by our Society in UG education.

THEME OF THE SEMINAR

REVISED NAAC FRAMEWORK 2020: PREPARATION AND SUBMISSION OF SSR AND AQAR

Sub Themes

1. Vision and Mission of the NAAC

2. Eligibility and Process of Assessment and Accreditation

3. QIF: Distribution Key indicators, Metrics and Weightage

4. Submission of IIQA and SSR

5. Extended Profile

6. Profile of the College

7. Standard Operation System procedure in preparing SSR

8. Assessment outcome of the NAAC

9. Opt out Metrics System in NAAC Revised Guidelines

10. Feedback system in NAAC Revised Guidelines

11. Extension Activities in NAAC Revised Guidelines

12. Procedure for Student Satisfaction Survey (SSS)

13. NAAC Guidelines for AQAR: 2020-21

ORGNISING COMMITTEE

Chief Patron

- Shri Praveen A. Bagewadi

  Member, Board of Management, K.L.E Society, Belgavi

Members of Committee

- Dr. S. R. Patil Member, Local Governing Body

- Dr. M. M. Hurali Principal

- Dr.(Smt) M. M. Shankrikopp, Member IQAC

- Dr.(Smt) G.A.Chougala ,Member IQAC

- Shri B.G. Kankanwadi, Member IQAC

- Shri Shankarmurty K. N Member IQAC

- Dr. A. A. Kamble, Member IQAC

- Dr. A. Y. Kenchakkanavar, Member IQAC

Ambassador, UGC Paramarsh Scheme

- Dr. M. B. Kothale

Organizing Secretary

- Dr. B. S. Kamble IQAC Coordinator

Convener

- Dr. R. G. Kharabe, Vice Principal

Committee for Pre-preparation

1. RECEPTION COMMITTEE

1. Dr. M. M. Hurali, Principal & Convener
2. Dr. M. B. Kothale, Ambassador UGC Paramarsh Scheme
3. Dr. R. G. Kharabe, Vice-Principal
4. Dr. B. S. Kamble, IQAC Co-ordinator
5. Dr. A. S. Jaganure, HOD, Dept of Chemistry

2. REGISTRATION COMMITTEE

1. Dr.[Smt] G. A. Chougala, Convener
2. Dr.[Smt] M. D. Gurav, Member
3. Smt S.B. Patil, Member
4. Smt Priyanka. Kamate, Member
5. Smt Sunita Hunnaragi, Member
6. Smt. S. A. Deshpande, Member

3. CATERING COMMITTEE

1. Shri M. S. Vanaki, Convener
2. Dr. S. M. Rayamane, Member
3. Shri. S. C. Udagatti, Member
4. Shri. S. S. Kumbar, Member

4. INVITATION, BROUCHER, CERTIFICATE , REPORT WRITING AND ANCHORING COMMITTEE

1. Shri. V. B. Dharwad, Convener
2. Shri. Shankarmurthy K N, Member
3. Shri. S. S. Shingate, Member
4. Miss. Aruna Chandrakude, Member
5. Miss. Priyanka Kulkarni, Member

5. STAGE DECORATION COMMITTEE

1. Dr. Atulkumar A. Kamble, Convener
2. Shri. Sudhir S. Kothiwale, Member
3. Dr. Anand Y. Kenchakkanavar, Member
4. Dr. Basavaraj M. Janagouda, Member
5. Miss Aruna Chandrakude, Member

6. FEED BACK

1. Dr.[Smt] M. M. Shankrikopp, Convener
2. Shri. B. G. Kankanawadi, Member
3. Shri S. A. Chougale, Member
4. Shri. S.M. Narawade, Member
5. Mahesh Kenchgouder, Member

7. COLLECTION OF BIO DATA & VOUCHERS

1. Dr. R. G. Kharabe, Convener
2. Dr. B. S. Kamble, IQAC Co-ordinator
3. Shri. Jagdish Benade, Office Staff

IQAC Coordinator   **Convener**   **Principal**

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║     PROGRAMME SCHEDULE           ║
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Date: 26-02-2021   **Venue: Golden Jubilee Conference Hall**

Time	Programme
	INAUGURATION
10.30 a.m. to 11.15 a.m.	**Chief Guest :** **Shri Praveen A. Bagewadi** Member, Board of Management K.L.E. Society, Belagavi **Keynote Address :** **Dr. P. N. Herekar** Principal, Devchand College, Arjun Nagar, Dist. Kolhapur Maharashtra State
11.15 a.m. to 11.30 a.m.	Tea break
	TECHNICAL SESSION I
11.30 a.m. to 12.30 p.m.	**Resource Person :** **Dr. D. K. Kamble,** Assistant Advisor, NAAC Bangaluru **Topic :** **Assessment & Accreditation Process of NAAC in RAF - An Overview**
	TECHNICAL SESSION II

12.30 p.m. to 01.30 p.m.	**Resource Person :** Dr. M. B. Kothale
	Rtd. Principal,
	NAAC Assessor, Ambassador,
	UGC Paramarsh
	Topic : "Standard Operating Procedure [SOP]- 2021"
01.30 p.m. to 02.00 p.m.	Lunch break

	TECHNICAL SESSION III
02.00 p.m. to 04.30 p.m.	**Paper Presentation by Delegates**
04.00 p.m. to 04.30 p.m.	Tea break, Interaction and Feedback

04.30 p.m. to 05.00 p.m.	**VALEDICTORY**
	Chief Guest Dr. M. B. Kothale
	Rtd. Principal,
	NAAC Assessor, Ambassador,
	UGC Paramarsh

All are cordially invited

Dr. B. S. Kamble	**Dr. R. G. Kharabe**	**Dr. M. M. Hurali**
IQAC Coordinator	**Convener**	**Principal**

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Time: 10:30 a.m.   **Date: 26th February, 2021**   **Venue: Golden Jubilee Conference Hall**

I N A U G U R A T I O N A G E N D A

1.	Invocation	:	Shri Shivling Naik
2.	Welcome	:	Dr.[Smt] M. M. Shankrikopp
3.	About Society and College	:	Shri K. N. Shankarmurthy
4.	About Seminar	:	Dr. B. S. Kamble
5.	Introduction of the Chief Guests	:	
	a. Dr. P. P. Herekar	:	Dr. R. G. Kharabe
	b. Dr. D. K. Kamble	:	Dr. A. A. Kamble
6.	Inauguration of Seminar	:	Dr. P. P. Herekar & other Dignitaries
7.	Offering bouquet	:	
	• Dr. P. P. Herekar	:	Dr. M. M. Hurali
	• Dr. D. K. Kamble	:	Dr. A. S. Jaganure
	• Shri. Praveen A. Bagewadi	:	Dr. B. S. Kamble
	• Dr. B. V. Kothiwale	:	Dr. S. M. Rayamane
	• Dr. M. B. Kothale	:	Shri S. S. Kumbar
	• Dr. M. M. Hurali	:	Dr.[Smt] G. A. Chougala
	• Dr. R. G. Kharabe	:	Shri B. G. Kankanwadi
	• Dr. B. S. Kamble	:	Shri V. B. Dharwad
8.	Key note address	:	Dr. P. P. Herekar
			Principal, Devchand College, Arjun Nagar
9.	Presidential Remarks	:	Dr. M. M. Hurali
10.	Vote of thanks	:	Compeering Desk

Compeering: Smt. Savitri Mangavate
Miss Snehal Hirikude

NAAC SPONSORED
IQAC INITIATIVE
ONE DAY NATIONAL SEMINAR
ON

"REVISED NAAC FRAMEWORK 2020: PREPARATION AND SUBMISSION OF SSR AND AQAR"

| Time: 04:30 p.m. | Date: 26th February, 2021 | Venue: Golden Jubilee Conference Hall |

V A L I D I C T O R Y

A G E N D A

1. Welcome Speech : Shri K. N. Shankarmurthy

2. Introduction of the Chief Guest : Dr. R. G. Kharabe

3. Offering Bouquet :

   - Dr. M. B. Kothale : Dr. M. M. Hurali

   - Dr. M. M. Hurali : Dr. B. S. Kamble

   - Dr. R. G. Kharabe : Dr. A. A. Kamble

   - Dr. B. S. Kamble : Dr. A. Y. Kenchakkanavar

4. Opinion by Delegates :

5. Presidential Remarks : Dr. M. M. Hurali

6. Vote of thanks : Compeering Desk

Compeering : Smt. Savitri Mangavate

Miss Snehal Hirikude

CONTENS

Part B   Contents

Part C Paper Presentation : General Aspects

Grading system

Part D	QIF Under NAAC Revised Assessment Framework (RAF)	
Criterion: I	**Curriculum Aspects**	
20	**Vinay K Y, Dr. P Parmashivaiah** Stakeholders Feedback System: An Effective Tool for Quality Implementation and Enhancement in Higher Education	
21	Curriculum And Feedback System In The Revised NAAC Guidelines **Shri B G Kankanawdi**	
Criterion: II	**Teaching Learning Evaluations**	
22	Teaching - Learning Process In HEI,s **Dr.M.M. Shannkrikopp and Shri.S.A. Chougale**	
Criterion: III	**Research Innovation and Extension**	
23	Enhancement of Quality in Higher Education Institution (HEI's) through Conducting Extension Activities **Ms. Nuthana B D, Dr. Ashok Kumar M**	
24	Development of a Common Framework for Outcome Based Accreditation and Rankings **Dr.R.G.Kharabe, Mrs.Simran Bhagoji**	
25	Collaborative Activities in HEI's **Smt Girija Madanalli, Miss Rohini Chougale**	
26	Extension Activity in HEI's **Miss: Deepa .S.Koppal, Miss: Archana .Y.Sanadi**	
Criterion: IV	**Infrastructure and Learning Resource**	
27	**New Guidelines for** Criterion 4 - Infrastructure and Learning Resources AQAR 2020-21 **Prof. NivasM. Mhalunge**	
28	**Learning Resource: Library Best Practices**	

	Dr. Anand Y. Kenchakkanavar	
29	Key Indicator: 4.1 Physical Facilities and 4.4 Maintenance of Campus Infrastructure in HEI Criterion 4	
	Dr. S.M.Panabude	
Criterion :V	**Student Support and Progression**	
30	**Revised Naac Guidelines: Criteria V On Student Support**	
	Mrs. S.P.Sansuddi and Shri.A.A.Tavakari	
Criterion :VI	Governance, Leadership and Management	
31	**Internal Quality Assurance System in HEI's**	
	Dr. B. S. Kamble	
Criterion :VII	Institutional Values and Best Practices	
	Institutional Values and Best Practices With context to Key Indicator:	
32	**7.1 Institutional Values and Social Responsibilities**	
	S.M. Sakari	
33	SOP for Documentation	
34	**Optout metrics under revised NAAC Guidelines**	
	Best Adoption of Opt out Metrics by the Colleges in NAAC A & A Process	
	Dr. K. Vikram, Dr. Anitha C V	
35	Student Satisfaction Survey	
36	D.V.V Process	
37	Peer Team Visit	

Part-D Proceedings & Action Plan

KEYNOTE ADDRESS

Dr. Prakash.M.Herekar, Principal
Devachand College,Arjunnagar, Maharastra State

Dr. Prakash. M. Herekar was invited as keynote speaker. The text of the keynote is as below.

In his key note address Dr. Prakash Herekar said that during post independence period there has been huge quantitative expansion in higher education system in India. Today we have third largest HES in the world next to U.S. and China. However its ranking is low on quantitative norms. To upgrade the quality of HE in India to make it globally compatible NAAC has commenced a movement since 1994 and has contribute a lot in the quantitative improvement; to attend higher score in NAAC the IQAC team should understand the NAAC accreditation methodology to the minutes details and plan the academic activities accordingly. The IQAC should also ensure that the students comprehend the finer aspects of their subjects and make application of their knowledge to contribution to the nation development by making best use of their research and skills.

Wishing you all

PRESENTATION OF RESOURCE PERSONS

Dr. D.K.KAMBLE Ph.D. Assistant Adviser

National Assessment and Accreditation Council (NAAC), Bengaluru

Topic: Assessment & Accreditation Process of NAAC in RAF: An Overview

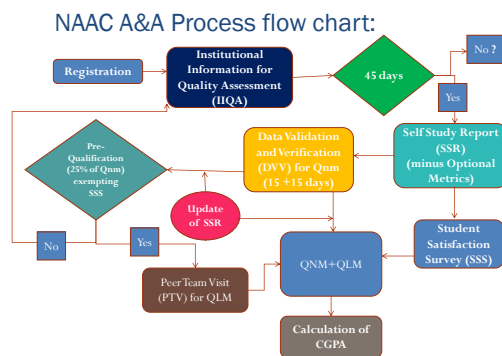**Assessment & Accreditation Process for Higher Education Institutions -An Overview**

Dr. D.K.KAMBLE Ph.D.
Assistant Adviser
National Assessment and Accreditation Council (NAAC), Bengaluru

Prof. S.C. Sharma
Director, NAAC

Conveyed his Best Wishes to Organizers
and
to all the Participants

NAAC A&A Process flow chart:

Timeline - Recap

IIQA – 15 days

SSR – within from approval of IIQA 45 days

DVV/SSS – 30 Days from submission of SSR

PTV – within 30-60 days from the Prequalification

Announcement of Results: Within 30 days from PTV

Registration Process

www.naac.gov.in

Apply online

Apply

HEI Login

New Registration

- Institution mail id is login id & {Name of Institutions, Type of Institution, AISHE code, email ID, Mobile number & Are you previously Accredited- yes, no}
- After completion of registration, an auto-generated email to the registered email id which contains a link for activation along with login credentials for accessing the HEI portal.
- The link for activating the HEI portal is valid with in 7 days
- If not activated with 7 days please don't register again, Write an email to naachelpdesk@gmail.com in case of difficulty in login credentials by mentioning College Name, AISHE ID/ Track ID and Contact number.

IIQA
(Institutional Information for Quality Assessment)

IIQA

Instructions to the Institutions (HEI's) for submission of Institutional Information for Quality Assessment (IIQA)

•HEI's intending to apply for Online IIQA, please read the **"Eligibility Criteria"** and click on **"Apply Online IIQA" button.**
•HEI's applying for A &A process for the first time (Accreditation for Cycle1 Process) has to click on **"New Registration" link and proceed as instructed.**
•After Completion of Registration, Login with the credentials (Institutional Email id, Password) which is received in your registered email id.
•HEI's who are applying for A& A process for Cycle 2 onwards or Re-assessment can directly Login

For more details Click on "Help Document on HEI Login page".

Process of IIQA

▷ Selection of Appropriate Type of HEI

(Ex: University, Autonomous, Affiliated, Health Science, Teacher Education, Sanskrit, Yoga etc…)

▷ If the HEI running multi disciplinary programs please refer the guidelines available in the NAAC website before entering IIQA

▷ PG Manual Selection (System will selects Automatically when entering the PG Programs in the IIQA & If the HEI is running 1 PG also the system will selects PG Manual only)

▷ Filling of IIQA Application

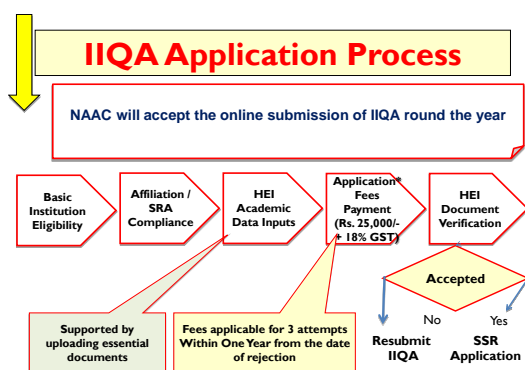▷ Fee payment for the IIQA and then submit the IIQA

▷ Clarification of IIQA

▷ Acceptance or rejection of IIQA

Basic Eligibility

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

Eligibility Criteria for Constituent Colleges / Affiliated Colleges

• **Provided the Colleges are affiliated to a University recognised by UGC for the purposes of affiliation.** Constituent colleges of a Private and Deemed- to be Universities are considered as the constituent units of the University and thus will not be considered for A&A independently. Such constituent colleges need to come along with the University.

IIQA Application Process

NAAC will accept the online submission of IIQA round the year

Basic Institution Eligibility → Affiliation / SRA Compliance → HEI Academic Data Inputs → Application Fees Payment (Rs. 25,000/- + 18% GST) → HEI Document Verification

Supported by uploading essential documents

Fees applicable for 3 attempts Within One Year from the date of rejection

Accepted — No: Resubmit IIQA / Yes: SSR Application

Eligibility Criteria for Accredited HEIs applying for Reassessment or Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4) of Accreditation

• Institutions, which would like to make an improvement in the accredited status, may apply for Re-assessment, after a minimum of one year and before three years of accreditation subject to the fulfilment of other conditions specified by NAAC from time to time for the purpose.

• Institutions opting for Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4) of Accreditation can submit the Institutional Information for Quality Assessment (IIQA), during the last six months of validity period subject to the fulfilment of other conditions specified by NAAC from time to time for the purpose.

List of documents required to be uploaded in .pdf format. (Please note the size should not exceed 1MB.)

◆ Upload AQAR's in the website so as to provide URL details.
◆ Self declaration with respect to Affiliation status in the format provided by NAAC.
◆ Undertaking by the HEI's complying with rules and regulations of Central Government, State Government, UGC, Affiliating University and other applicable SRA in the format provided by NAAC.

List of documents required to be uploaded in .pdf format. (Please note the size should not exceed 5MB.)

◆ Latest Affiliation letter from the Affiliating University.
◆ Latest Recognition/approval letter from Statutory Regulatory Authority (SRA) like AICTE, MCI etc...
◆ UGC 2f and 12(B) recognition certificate along with latest Plan General Development Grant release letter from UGC.
◆ Letter from UGC regarding award of CPE.
◆ Proof of uploading All India Survey on Higher Education (AISHE) certificate.
◆ If change in name, submit approvals of relevant authorities/ University /UGC.

1- Institutional Information for Quality Assessment (IIQA) Filling:

Points to be noted- Clarification of IIQA

1. **English translated version** of all the documents with self attestation if the documents are in regional language.

2. Ensure the **name of the Institution is same in IIQA application, affiliation letter(s), SRA approval letter(s) (if applicable), UGC letter granting** autonomous status (if applicable) and AISHE certificate submitted. Otherwise, IIQA application may not be processed further.

3. Ensure that the **previous four years AQARs are uploaded on the HEI** website (applicable for institutions applying for Cycle 2 and subsequent cycles).

4. Ensure that the **HEI website is functioning.**

5. **When an institution undergoes the accreditation process for the first time it is referred to as cycle 1 and the subsequent A & A process are referred as cycle 2, 3, etc.** If your institution is accredited by NAAC at any point of time under any methodology, HEI need to apply for cycle 2 (reassessment and revisit are counted as within the same cycle). Similarly if institution is accredited by NAAC twice (reassessment and revisit are not counted for this purpose), HEI need to apply for cycle 3 and so on. Kindly ensure that the correct cycle number is entered during registration

10. **All the notifications, communications, alerts and timelines with respect to application for A & A process are available on the HEI portal. Please log on to HEI portal regularly.**

11. **Stand alone institutions are considered as autonomous institutions** for the purpose of Assessment and Accreditation.

12. **HEIs can apply for A & A process throughout the year.** There is no timeline for registration and submission of IIQA. However, HEIs should submit SSR within 45 days from the date of acceptance of IIQA. Otherwise, HEI need to come afresh by applying IIQA paying the requisite fee. (SSR date extension is possible in some cases like natural calamity, strike, band, elections, examinations etc.. With proper documents)

13. Before submission of data/information please view the **tool tips** by moving the cursor on the question mark symbol at appropriate places in the IIQA application.

6. **Re-assessed institution** cannot come for another re-assessment in the same cycle.

7. During registration process kindly ensure that the AISHE code of the institution as mentioned in the **AISHE certificate only is entered.**

8. Details of all the **programs** offered at the institution including PG Diploma must be entered in **IIQA.** But only number of Certificate / Diploma programs needs to be mentioned. Program Details of Certificate/Diploma programs need not be entered. Please ensure that the program details are entered by mentioning the subject combinations in the field "Specialization" for general programs whereas for Honours program, subject specialization may be entered.

9. If there is any discrepancy in the data/information provided or the required documents are not submitted by the HEI, a clarification will be sent by the coordinator to the HEI portal. **The clarification should be answered only through HEI portal.** The HEI need to provide the clarification and the required **documents (if any) within the timeline.** During Clarification, some of the columns will be enabled for editing so that correct and appropriate information to be provided in IIQA.

Acceptance or Rejection of IIQA

▸ The acceptance or rejection of IIQA will be intimated through portal and by an auto generated email to the registered email id with in 15 days from the date of submission of IIQA.

▸ After the acceptance of IIQA, the SSR along with the templates have to be submitted online and the data for SSS has to be uploaded **within 45 days from the date of acceptance of IIQA.**

▸ In case of rejection of IIQA application, HEIs may resubmit IIQA application for maximum of three attempts without IIQA fees, including the first rejection attempt, within the period of one year.

The eligibility conditions for Cycle 2 or subsequent cycles:

- IQAC to be functional.
- Regular& Timely submission of AQARs annually.
- Institutions to submit IIQA during the last six months of the validity period.
- Other steps are remains the same as first cycle.

Support Help desk

Help Desk Contact No :
+91-080-23005192 / 23005193

Help Desk e-mail : naachelpdesk@gmail.com

SSR
(Self-Study Report)

Assessment and Accreditation Process

1. Registration

2. Institutional Information for Quality Assessment
   (IIQA)

3. **Self-Study Report (SSR)** (within 45 Days from Acceptance of IIQA)

4. Data Validation and Verification (DVV)

5. Student Satisfaction Survey (SSS)

6. Peer Team Visit

Details of various data required for Online filling of Self - Study Report (SSR)

1. Profile for SRR

2. Extended Profile & Quality Indicator Framework (QIF)
   Data Templates/Documents (Quantitative Metrics - QnM)

3. Executive Summary

4. Optional Metrics

5. SSR Initial Payment

6. Student Details for Student Sanctification Survey (SSS)

7. Submit SSR

Guidelines for filling up SSR

- **Tool Tips** and **Upload Button** for better understanding of metrics and upload of supporting documents against the claims made.
- The data filled should **Contextualized** with the related metrics.
- There is an **Upload Limit** of **5 MB only.**
- If document exceeds that limit, the same should be **hosted on the HEI website and link should be given** at particular metric on the portal as supporting document.

For **Metrics Related to Finance**, preceding financial year (**1st April to 31st March**) may be used to consolidate the data.

For **Publication Related Data** preceding calendar year (**1st January to 31st December**) data to be entered.

For the other metrics the preceding academic year may be taken for data to be entered in '**Data Capturing Format**' of portal.

Wherever the requirement of current year data is mentioned, use the data of last completed academic year.

Profile for SSR

1. **Basic Information:**
   Name and Address of the College
2. **For Communication Details:**
   Principal, Vice-Principal & IQAC Co- ordinator
3. **Status of the Institution:**
   Affiliated College, Constituent College, other (specify)
4. **Type of Institution:**
   a. By Gender i. For Men ii. For Women iii. Co-education
   b. By Shift i. Regular ii. Day iii. Evening
5. **Is it a recognized minority institution? Yes/No**

6. **Sources of Funding:** Government, Grant-in-aid, Self- financing and Any other
7. a. **Date of Establishment of the College**
   b. **University Affiliation /or which governs the college**
   (If it is a constituent college)
   c. Details of **UGC recognition**
   d. **Details of Recognition/Approval by Statutory/Regulatory** bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC).
8. **Does the affiliating university Act provide for conferment of autonomy**
   (as recognized by the UGC), on its affiliated colleges? Yes/No
   If yes, has the College applied for availing the autonomous status? Yes/No

9. **Is the College Recognized**
   (a) by UGC as a College with Potential for Excellence (CPE)?
   Yes/No   If yes, date of recognition: ………
   (b) For its performance by any other governmental agency?
   Yes/No   If yes, Name of the agency….. and Date of recognition: ………
10. **Location of the campus and area in:**
    Sq.Mts: Location, Campus area in Sq. Mts. Built up area in Sq. Mts
11. **Details of programs offered by the college**
    (Give data for current academic year)
12. **Please fill in the following details if applicable:**
    Number of programs Self-financed Programs offered New Programs introduced during the last five years

13. **List the Departments:**
    Respond if applicable only and do not list facilities like Library, Physical education as departments, unless they are also offering academic degree awarding programs. Similarly, do not list the departments offering common compulsory subjects for all the programs: Science, Arts, Commerce, Any Other (Specify)
14. **Number of Teaching and Non-teaching Positions in the Institution:** Teaching faculty Positions, Non-teaching ,Technical Professor, Associate, Assistant ,staff.
15. **Qualifications of the Teaching Staff:** Permanent teachers D.Sc./D.Litt., Ph.D., M.Phil., PG; Temporary teachers Ph.D., M.Phil., PG Part-time Teachers Ph.D., M.Phil., PG.
16. **Number of Visiting Faculty/Guest:** Faculty engaged with the College.

17. **Furnish the number of the students admitted to the college during the last four academic years:**

    SC, ST, OBC, General Others

18. **Details on students enrollment in the college during the current academic year:**

    Type of students UG,PG, M. Phil, Ph.D. Total Students from the same State where the college is located and Students from other states of India NRI students Foreign students Total

19. **Please fill in the following details if applicable:**

    Unit Cost of Education Including Salary Component,

    Excluding Salary Component *

    Unit Cost = <u>Total Annual Recurring Expenditure (Actual)</u>

    Total Number of Students Enrolled

20. **Date of accreditation***

    (applicable for Cycle 2, Cycle 3, Cycle 4 and reassessment only)

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

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

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

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

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

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

    AQAR (i) .... (dd/mm/yyyy)

    AQAR (ii) .... (dd/mm/yyyy)

    AQAR (iii) .... (dd/mm/yyyy)

    AQAR (iv) .... (dd/mm/yyyy)

SSR Submission Readiness

- **Understanding of Metrics**
- **Data and Information submission both Quantitative Metrics (QnM) and Qualitative Metrics (QlM)**
- **Uploading of relevant Supporting documents**
- **Go through NAAC Guidelines, Manual and SOP**
- **Preparation of Data Templates, Supporting Documents and Links**
- **Referring Standard Operating Procedure (SOP) helpful in SSR submission and DVV clarification**
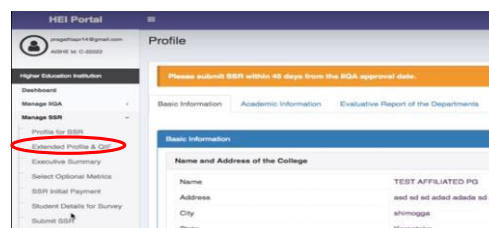
Extended Profile & Quality Indicator Framework QIF

Extended Profile contains all the data pertaining to **Denominators** of the formulas used for calculation of various Quantitative Metric (QnM) values.

1 Program:

1.1 Number of courses offered by the Institution across all programs during the last five years

1.2 Number of programs offered year-wise for last five years

2 Student:

2.1 Number of students year wise during the last five years

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

2.3 Number of outgoing/ final year students year wise during the last five years

3. Academic:

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

3.2 **Number of Sanctioned posts year wise during the last five years**

4. Institution:

4.1 **Total number of Classrooms and Seminar halls _____**

4.2 **Total expenditure excluding salary year wise during the last five years (INR in Lakhs)**

4.3 **Number of Computers _____**

QUALITY INDICATOR FRAMEWORK (QIF)

The Seven Criteria to serve as basic back bone for assessment of HEIs are:

	Criteria	Weightage UG/PG
1.	Curricular Aspects	- 100 / 100
2.	Teaching-Learning and Evaluation	- 350 / 350
3.	Research, Innovations and Extension	- 110 / 120
4.	Infrastructure and Learning Resources	- 100 / 100
5.	Student Support and Progression	- 140 / 130
6.	Governance, Leadership and Management	- 100 / 100
7.	Institutional Values and Best Practices	- 100 / 100

1000

DISTRIBUTION Of METRICS & KIs ACROSS CRITERIA

Under each Criterion a few Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics QnM (about 70%) and PTV, QIM (about 30%) which actually elicit responses from the HEIs.

Type of HEIs	Affiliated/Constituent Colleges	
	UG	PG
Criteria	7	7
Key Indicators (KIs)	31	32
Qualitative Metrics (QIM)	35	36
Quantitative Metrics (QnM)	58	60
Total Metrics (QnM + QIM)	93	96

Five Kinds of Quantitative Metrics (QnMs)

First Kind:

- Quantitative metrics which seeks year wise data for last five years.

Example.

Metric:

Average percentage of full time teachers with Ph.D./ D.M/ M.Ch./ D.N.B Superspeciality/ D.Sc./ D'Lit. during the last five years

Sub-metric:

Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/ D.Sc./D'Lit. year wise during the last five years

Second Kind:

- Quantitative metrics which seeks Block year data collectively for the last five years.

Example.

Metric:

Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented.

Sub Metric:

Number of Programmes in which CBCS/ Elective course system implemented.

Third Kind:

- Quantitative metrics which seeks the input data based on options.

Example:

Does the institution have the following:

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga Membership
4. e-books
5. Databases

Options: A. Any 4 or more of the above, B. Any 3 of the above, C. Any 2 of the above, D. Any 1 of the above, E. None of the above

Fourth Kind:

- Quantitative metrics which seeks the input data for latest completed academic year data.

Example.

Metric:

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Sub-metric:

Number of students undertaking project work/field work / internships

Fifth Kind:

- Quantitative metrics which automatically calculates the response for the metric using the data provided in Extended profile. There is no need to provide data exclusively for these metrics. There will not be separate sub metrics for these metrics. These metrics also captures data for latest completed academic year.

Example:

Metric:

Student- Full time teacher ratio (Data for the latest completed academic year)

Metric:

Average percentage of full time teachers against sanctioned posts during the last five years
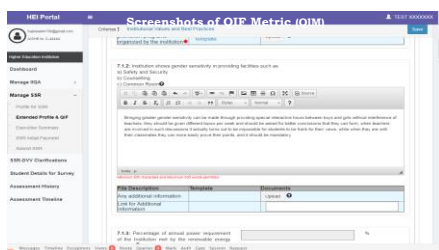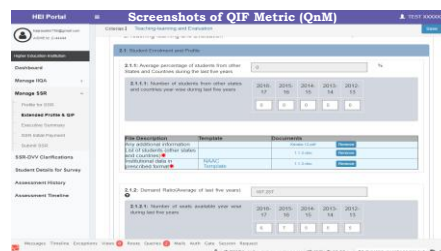
Data Templates / Documents (Quantitative Metrics)

- Templates for submitting data with respect to QnMs are given in consecutive pages. Kindly Note: For each Quantitative Metric the kinds of data to be uploaded are indicated in tabular form in Excel Doc's and/ or documents required are listed.

- Documents such as minutes of meeting, Action taken, Analysis reports, Statements of accounts, Award letters/certificates, appointments letters, etc., need to be uploaded as required; wherever these are in bulk, hyperlinks to the appropriate webpage in HEI website to be given.

- Data/supporting documents provided over Google Drive, Microsoft one drive, Amazon Cloud and on any third-party websites will not be considered for data validation and verification process.

Data Templates and suggested Documents for verification – Affiliated Colleges (Quantitative Metrics)

Criterion I - Curricular Aspects					
Key Indicator - 1.2 Academic Flexibility					
1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented					
Programme Code	Programme name	Year of Introduction	Status of implementation of CBCS / elective course system (Yes/No)	Year of implementation of CBCS / elective course system	Link to the relevant document

Documents:
- Minutes of relevant Academic Council/BOS meeting
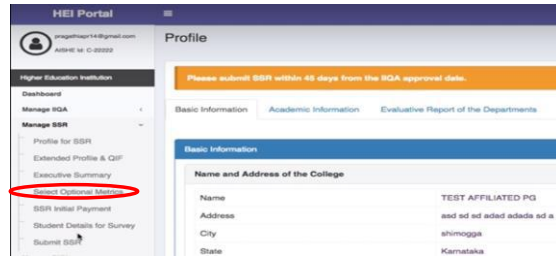- Institutional data in prescribed format (Data Template)
- Any additional information
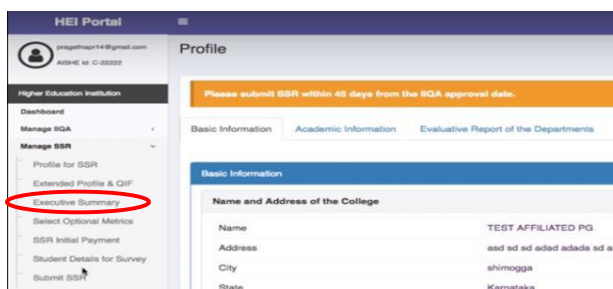
Executive Summary

Highlights the main features of the Institution including;

- *Introductory Note on the Institution: location, vision mission, type of the institution etc. Preface to be added
- *Criterion-wise Summary on the Institution's functioning in not more than 250 words for each criterion.
- *Brief note on Strength Weaknesses Opportunities and Challenges (SWOC) in respect of the Institution.
- *Any additional information about the Institution other than ones already stated.
- *Over all Conclusive Elucidation about the institution's functioning

The Executive summary shall not be more than 5000 words

Optional Metrics

- Diversified education system of India, and to facilitate the HEIs, NAAC has come out with this concept of Non Applicable Metrics.

- Made provision to the HEIs to opt out some of the metrics which may not be applicable to them for various reasons.

- HEI have to give the data for the optional metrics but Calculation of Cumulative Grade Point Average (CGPA) will be done excluding the weightage of metrics as opted out by the HEIs.

- This decision is aimed at helping HEIs, as they will not be assessed on metrics not applicable to them.

- HEIs willing to opt out the 3% of non applicable metrics need to exercise the same, prior to final submission of SSR to NAAC.

## The rules for opting out non applicable metrics:

a) Qualitative metrics cannot be opted out.

b) Maximum Weightage of metrics that can be opted out shouldn't exceed 30 (up to 3%).

c) Metrics with maximum of total 10 Weightage/ Criteria (3, 4, 5 & 6) can only be opted out. (List of optional metrics are available in manual)

d) All metrics in Criterion 1, 2, 7 are essential and none of the metrics in this Criterion can be opted out.

Regarding withdraw of SSR submitted

- The HEIs which have submitted their SSRs will not be allowed to withdraw from the process at any stage.

- If a HEI which has submitted its SSR, for any reason, does not complete the A&A process, the information that it has withdrawn / not completed the process should be hosted both on the HEI and NAAC website.

- Such HEI will be allowed to apply for A&A only after a period of One Year from the date of submission of SSR along with the Fee.

SSS
(Student Satisfaction Survey)
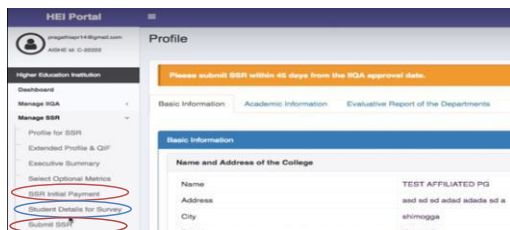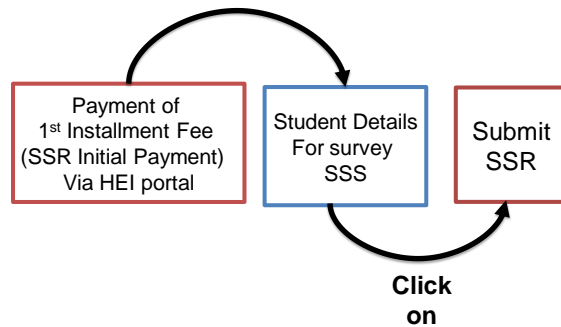
Online Student Satisfaction Survey (SSS)

- Online Student Satisfaction Survey with regard to Teaching, Learning Process comes under Criterion II, Key Indicator 2.7 and Metric 2.7.1 (QnM) with a predetermined weightage of 60 for Affiliated UG/PG Colleges.

- The students participating in the survey will remain anonymous throughout the process.

- The institution is supposed to submit the students list, with all the necessary details in the Excel template during SSR submission itself.

Guidelines for HEIs - Student Satisfaction Survey (SSS)

- Higher Education Institutions (HEIs) have to strictly upload text form data of at least 50% of currently enrolled students in the given data template on excel sheet in portal.

2.7 Student Satisfaction Survey (60)									
2.7.1 Online student satisfaction survey regard to teaching learning process (all currently enrolled students). (Online survey to be conducted and details of the students in the format mentioned below should be uploaded)									
Name of the student	Gender	Category	State of Domicile	Nationality if other than Indian	Email ID	Program name	Unique Enrolment ID	Mobile Number	Year of joining

- Column names and order should not be altered. No column/cell should be left blank.
- Repetition of Name, e-mail address, Mobile number are not allowed and any typographic errors will not be recognised by the system.
- There is one separate columns for Unique Enrolment ID. In the absence of separate Unique Enrolment ID the HEI can submit Student ID or Enrolment ID in the assigned column.
- Time Period for the survey is one month and SSS has the highest weightage is 60

About Questionnaire:

- The questionnaire consists of several facets of the teaching learning process.
- Question are already hosted in NAAC website.
- http://www.naac.gov.in/docs/Apply%20now/SSS-Questinnaire_Students.pdf
- Two major components questionnaire are,
  - 1. specific teaching skills of the teacher like,
  - Subject knowledge, Communication skills, Class Preparation, and use of ICT tools for teaching.
  - 2. overall approach of the teacher and institution with respect to providing,
    - Right Environment, Motivation, Interpersonal Relationships and Feedback.
- Invite link will be sent to select students within 7 days of submission of SSR.
- Questionnaire consists 21 questions out of which 20 are objective and 1 question is open ended in nature.

Survey Completion

- The survey will complete on the expiry of 30 days from the initiation of the survey.

  And/or

- If 10% of total population of the students participates in the survey.

- Once the survey is over, the aggregated average score calculated from the system for student satisfaction survey will be added to the criterion II scoring.

Screen Shot of the HEI portal
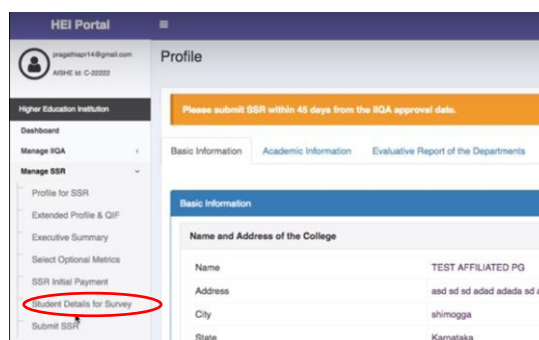
- Precautions to be taken for SSS by HEIs
  - On campus student data only
  - Fair and un influenced
  - Valid email address

Following rules will be applied for processing the responses,

- Maximum of Two survey attempts will be initiated

  (i.e., 1st attempt for 30% and remaining 70% as 2nd attempt) to reach the desired level of response.

- For Affiliated Colleges (UG/PG) and Autonomous institutions responses should be received from at least 10% of the student population or 100, whichever is lesser.

Progress can be monitored in your portal

- In the HEI Portal – Student Satisfaction survey tab, the progress of the survey will be visible
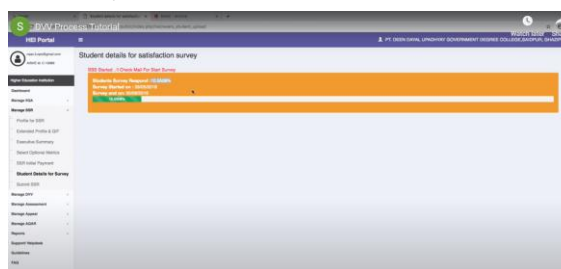
DATA VALIDATION AND VERIFICATION (DVV)

Data Verification and Validation

- What is DVV?
  - Third Party Validation and verification of data provided in SSR
- Which data are to be verified ?
  - These data of HEI
- Who verifies that?
  - The third Party Agencies
- What happens if and if not discrepancies

DATA VALIDATION AND VERIFICATION (DVV) Process:

- The **Quantitative Metrics (QnM)** of SSR will be sent for Data Validation and Verification (DVV) Process.
- DVV partners verifies the data of all Quantitative metrics provided in SSR application, data templates, supporting documents and other external sources. DVV partners may raise queries for those metrics where deviations are found in the data.
- Institutions found to be providing **incorrect information/data during validation and verification stage will be asked for clarifications**.

➢ The queries will be available on the HEI portal against each metric. You are requested submit clarification(s) /edit data/ provide supporting documents which is /are appropriate.

➢ On the basis of clarifications submitted by the HEIs, the data will be again sent for DVV process.

▸ The detailed information about the supporting documents during DVV process are available on Standard Operating Procedure (SOP).

▸ If the data is large, the document(s) may be provided for a small random selection of data sought by DVV partners.

▸ On the basis of SOP, HEI needs to upload supporting documents and respond DVV clarification with in stipulated time line.

➢ There will be only one chance to edit the data from the HEI end. Hence please take care while editing the data. Your timely response to clarification within the stipulated time will avoid delay in processing the SSR.

- There is a fixed timeline for the entire DVV process. Institutions are supposed to respond within stipulated time given by DVV partner, during DVV clarification stage.

This is how the portal looks for DVV clarification

DVV Deviation

After DVV process, a DVV Deviation report will be generated.

Extended Profile Deviation
Metrics Level Deviation

Status of each deviated metric will be classified a follows:

1. No Answer Change
2. HEI Clarification Accepted
3. DVV Suggestion Recommended
4. Changed after Clarification

Extended Profile Deviation

Metrics Level Deviation

Metrics Level Deviation

Metrics Level Deviation

Standard Operating Procedure (SOP) for Data Validation and Verification

➤ HEI provide the supporting documents during the SSR submission to facilitate speedy DVV clarification process.

➤ It is mandatory to respond to all the **DVV clarifications raised in extended profile and metrics with in stipulated time**

➤ It is mandatory to fill the **Data Template in the prescribed format.**

➤ The NAAC Portal supports only 5MB data. If the HEI's data exceeds 5MB, the HEI will host the supporting documents in the HEI's website and provide the link of the same in the template and/or in the HEI-DVV response box.

➤ Extended Profile & Metric wise, Documents/and specific instruction to HEI are available in Standard operating procedure for all quantitative metrics.

➤ For documents in regional language, kindly provide a attested translated version in English

➤ Though the data is large, the HEI has to fill the data template. During DVV clarification, the DVV will seek for sample selective documents for validation.

Metric wise Standard Operating Procedure (SOP)

Metric No	Metric Details	Documents Required for Verification	Specific Instructions to HEIs	Not to be Included /Considered
1.	*1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years*	• List of programs where syllabus revision has been carried out during the last five years signed by the Principal. • Approved Minutes of relevant Academic Council/BOS meetings highlighting the specific agenda item relevant to the metric year wise.	• If the number of courses in which content is changed in a given programme to the extent of 20 % or more it should be considered as "change in syllabus" • If the syllabus is changed more than once in a program during the assessment period then it should be counted as one change.	• Renaming/minor changes in the course content not to be included/considered
2.	*1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years*	• Syllabus copy of the courses highlighting the focus on employability/ entrepreneurship/ skill development along with their course outcomes. • Provide mapping of the courses to employability / entrepreneurship / skill	• Refer the Glossary in the manual to understand the terminologies: COURSE, PROGRAM.	• The courses which are not directly leading to employability entrepreneurship / skill development are not to be included

Non-compliance of DVV Process

‣ Institutions are **given 15 days time** to complete the DVV process, and are supposed to respond within stipulated time during DVV clarification stage. In **unforeseen situations (such as natural calamities, political disturbances and alike)** when institutions fail to comply with the DVV process, a **further extension of 7 days** shall be granted on the basis of decision from Competent Authority.

‣ If even beyond the extension, the institution does not comply the DVV clarification process, the assessment and accreditation of such institutions can be terminated at the level of DVV clarification. Also fee paid for IIQA and SSR 1st installment will be forfeited. Such institutions shall **reapply for accreditation after one year of cooling period by submission of IIQA and filling SSR afresh.**

Deviation Report

- Truthful representation is important

- Deviations from SSR can attract penalty

- More than penalty its about winning or loosing the trust of NAAC

TRUTH ALWAYS WINS

Pre Qualification Stage

▶ After completion of DVV process , the scores will be generated to all the Quantitative metrics basing on the Benchmarks. As of now, Benchmarks are confidential with NAAC and will not be disclosed to public. If an institution scores at least 25% in overall Quantitative metrics, then the Institution will be declared as Pre- qualified for the Peer Team Visit.

▶ Not Pre-qualified institutions may reapply for A & A process after six months from the date of declaration about Pre-qualification.

```
          Pre- Qualification
            /          \
      Qualified      Not Pre qualified
          |                 |
    Peer Team Visit   Apply afresh for A&A
                      through IIQA, After six
                      months from the date
                      of declaration about
                      prequalification
```
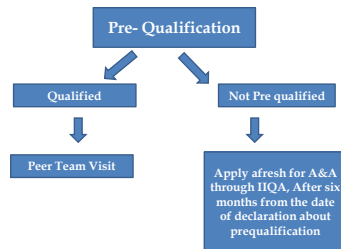
Logistics and Peer team visit management

On-site Visit & Logistics

- After Pre-Qualification, the institution needs to pay the **second instalment of A & A fee and logistics fee along with three preferences of PTV Dates, nearest Airport / Hotels details for the peer team visit** with in 15 days from the date of pre-qualification. An auto generated email will be sent to the registered email ID regarding the same.

- NAAC will directly take care of all the logistics regarding the **Peer Teams visiting the institutions, TA, DA, Honorarium, etc.**

- NAAC will not pre-disclose the details of the visiting teams it will be informed about the finalised PTV dates through the portal. No physical documents will be sent to the institution. The communication will be through portal and or by email of Coordinator.

Peer Team Visit

- For Colleges 2 days Visit
- For Colleges 3 Members Team

  - Chairman : Vice Chancellor
  - Member Coordinator: Professor of University
  - Member : Principal/Professors of University

- Sometimes one observer may sent apart from the PTV members

- 50% Depts. has to be visited by PTM in that 25% chosen by PTM 25% by College

- The details of PTM will be shared with the institution Only 3 days before the PTV.

- Local Transportation by the College

- The remuneration is paid by NAAC only and Institution will not pay anything.

- Online submission of PTR and Scores submitted through portal by the PTV members after completion of the visit.
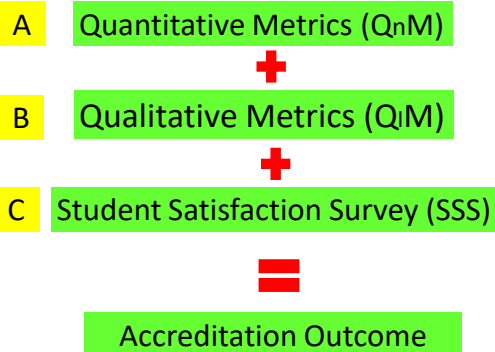
Peer Team Member Selection

➢NAAC has a large database of experts, who are reputed academicians, senior educational administrators and researchers. These experts undergo an Assessors Orientation Programme prior to being inducted as Peer Team Members.

➢Automated Peer Team Selection will be carried out by the system.

ASSESSMENT OUTCOME

A	Quantitative Metrics (QnM)
B	Qualitative Metrics (QlM)
C	Student Satisfaction Survey (SSS)
	Accreditation Outcome

"NAAC Accreditation Outcome"

It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.

1	Peer Team Report (QlM)
2	Statistical Analysis of Quantitative Metrics (QnM)
3	Institutional Grade Sheet

PART I (Peer Team Report)

Section 1: Gives the **General Information** of the institution and its context.

Section 2: Gives Criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a **qualitative, descriptive assessment report** based on the Peer Team's critical analysis presenting strengths and weaknesses of HEI under each Criterion

Section 3: Presents an **Overall Analysis** which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.

Section 4: Records **Recommendations for Quality Enhancement of the Institution** (not more than **10** major ones).

PART II : This part will be a **System Generated Quality Profile** of the HEI based on statistical analysis of quantitative indicators in the NAAC's QIF (quality indicator framework). Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

PART III : Contains the **Institutional Grade Sheet** which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by a software.

Section - II

CRITERION WISE ANALYSIS	
Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)	
Criterion 1 – Curricular Aspects (Key Indicator and Qualitative Metrics (QₙM) in Criterion I)	
1.1.	*Curriculum Design and Development:*
1.1.1 QₙM	Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University
1.2	*Academic Flexibility:*
1.3	*Curriculum Enrichment:*
1.3.1 QₙM	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	*Feedback System:*

Qualitative analysis of Criterion I (300 to 500 words)

....
....
....
....
....

QnM Weighted score of the Institution across Key Indicators based on performance (percentage)
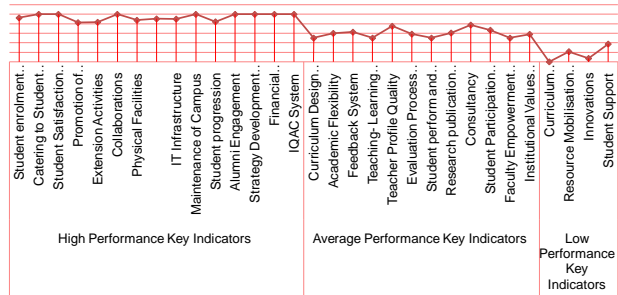
- The scatter chart depicts the performance of QnM weighted score of an institution across the Key Indicators.
- Based on the performance of Qn metrics, across key Indicators can be categorised into high performance Key Indicator (≥7/ %),average performance Key Indicator (40-7/ %) and Low performance Key Indicator (≤4/ $ (-

Graphical Representation of Strengths (4) and weakness (0) of the institution based on QnM

Note: The radar chart depicts the performance of QnM weighted score of an institution across the Qn metrics.
Based on the performance of the institution on quantitative metrics, the performance is categorised into High Performance metrics (strengths - the metric score of an institution is maximum i.e 4) and Low Performing Metrics(weakness- the metric score of an institution is low i.e 0).

Graphical representation of Strengths and Weakness of the Institution based on QnM (Criterion IV, V, VI and VII)
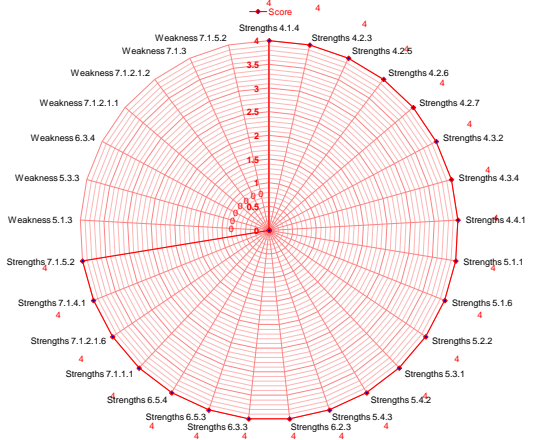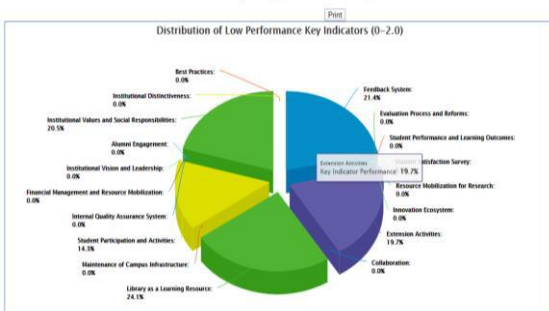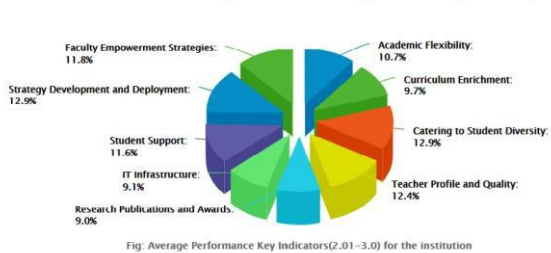
Distribution of High Performance Key Indicators (3.01–4.0)

Student Progression: 18.2%
Curricular Planning and Implementation: 20.4%
Physical Facilities: 20.4%
Student Enrollment and Profile: 20.4%
Teaching– Learning Process: 20.4%
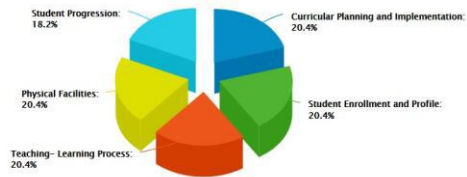
Fig: High Performance Key Indicators(3.01–4.0) for the institution

Comparison of Q₂M & Q₃M in Key Indicators based on performance(GPA)

- High Performance key indicators
- Average Performance Key Indicators
- Low Performance Key Indicators

Fig: The comparison of Key Indicators (Q₂M & Q₃M) based on grade point average (GPA) calculated from the institution
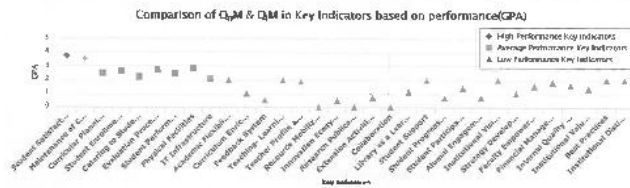
Grading System adopted in the RAF

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

Grading and Accreditation

Combine quantitative, qualitative & SSS scores for CGPA

Grade Qualification Process -- Rules for Mapping to 7-point grade

For 5 years or 7 years

Accreditation

Not Accredited

Repeat A&A process from IIQA

Appeal (within a month of declaration)

Re-Assessment (applied after 1 to 3 years)

Post Accreditation Regular AQAR Submission
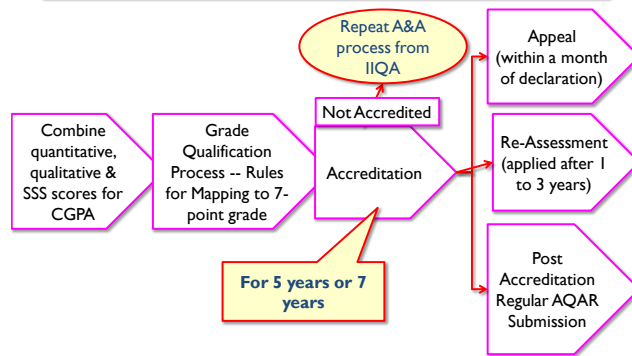
NAAC NEW GUIDELINES AND STANDARD OPERATING PROCEDURE [SOP] – 2021

Dr. M.B.Kothale, Resource Person, NAAC Assessor Bengaluru

National Assessment and Accreditation Council [NAAC] has brought some changes in assessment and accreditation process from 1st January, 2020. The NAAC new concern for ensuring revision process in tune with local, regional and global changes and main focus on enhancing the accreditation process in terms of objective, transparent and ICT enabled. The Higher Education Institutions [HEIs] seeking accreditation from now need to understand the changes made in the process and the SSR forms the backbone of the entire process of accreditation. The vision of NAAC is to make quality the defining element of HEI and Mission of NAAC is to arrange for periodic assessment and accreditation, give promotion of quality in teaching learning, encourage innovation in HEI.

The New Assessment and Accreditation contains Qualitative Peer Judgment to data based quantitative indicators, extensive use of ICT. Further reduction of number of questions, size of the report, visit days etc and boosting benchmarking as quality improvement. The new process NAAC introduces pre-qualifier for Peer Team visit, System Generated Score 70% and Peer Judgment 30%. Further the quantitative metrics will be assessed through third party validation named DVV Process. The various metrics, weightages and benchmarks will be different for Universities, autonomous colleges and affiliated / constitutional colleges.

The student feedback is collected by NAAC by itself through Student Satisfaction Survey [SSS] online and also there is active participation of Alumni in the activities of the institution. The eligibility for A & A process by NAAC having following conditions.

1. The HEI's going for first cycle of A & A requires two batches for students graduated from the institution or six years of existence whichever is earlier.
2. HEI's should be affiliated to a University recognized by UGC
3. HEI's opting for subsequent cycles 2,3,4… of accreditation should submit Institutional Information for Quality Assessment [IIQA] during the last six months at the validity period.
4. HEI's applying for NAAC need to mandatory upload the information on All India Survey on Higher Education [AISHE] portal.

All NAAC's body is a fact finding device and not fault finding. Further NAAC members are cheerful members and not fearful members. The assessment process of

NAAC comprise mainly three components Self Study Report [SSR] Student Satisfaction Survey [SSS] and Peer Team Report [PTR] .

The SSR has two kinds of members namely facts and figures called Quantitative Metrics [QnM] and Descriptive response called Qualitative Metrics [QlM].

The distributions of Metrics and Key Indicators for affiliated / constituent colleges are as follows:

i. There are 07 Criteria and 32/31 Key Indicators [K.I]
ii. Total metrics for UG and PG Colleges are 96 and for UG only 93.
iii. For UG and PG colleges there will be 60 Quantitative metrics and 36 Qualitative metrics
iv. For UG college only there will be 58 Quantitative metrics and 35 Qualitative metrics

The HEI's preparing for NAAC A & A process need to follow the Standard Operating Procedure [SOP] lead down by NAAC in January, 2021. The following are the guidelines for SOP

1. NAAC HEI portal supports only 5 MB data for each metric. If the attachment exceeds 5 MB, the HEI's should host the supporting document on the HEI's website and provide link.

2. HEI's are informed to fill the templates in specific formats provided by NAAC and are not supported to alter the template format.

3. If the document pertaining to a metric is vague , the DVV will ask clarification to HEI.

4. Once the data is uploaded and the links are submitted to the NAAC, changes /additions are not permissible.

5. The supporting documents in regional language should be translated to English and should be duly signed by the head of the Institution.

6. All the supporting documents submitted along with the size should be duly signed by the competent authority.

7. All photographs are taken with the help of Geo-tagged Camera.

8. A programme is a combination of subjects for UG and PG for example BA [Economics, History, Sociology], B.Sc. [Physics, Chemistry, Mathematics], B.Sc.[Chemistry], M.Sc.[Maths], M.Com., M.A.[English], Ph.D.[Physics] etc.

9. A course is a paper/ subject with specified number of hours/ credits in a formal programme. For example organic chemistry, solid state Physics, Indian History, English, Hindi etc courses under B.Sc./ B.A/ B.Com. programmes.

10. Gender equality means fairness treatment for women and men according to their respective needs.

The HEI's are requested to keep documents duly signed by the competent authority for the assessment period of five years. However in some metrics data of the latest completed year is required in such case that year data should be provided. Further DVV clarification should be compulsorily responded to NAAC otherwise Peer team visit schedule will not take place. The above SOP is applicable for extended profile and Quantitative metrics, however documents pertaining to Qualitative metrics will be provided by the institution as desired.

There can be few metrics which cannot be applicable to the HEI's. Thus in order to facilitate the HEI's NAAC has come out with a concept of opt-out metrics or non applicable metrics. This the provision is made for the HEI's to opt-out some of the metrics which may not be applicable to them for various regions. Following are the rules for opting out non-applicable metrics.

1. Maximum weightage of metrics that can be opted out should not exceed 30 [upto 3%]

2. Metrics with maximum of total 10 weightage per criteria can only be opted out.

3. All metrics in Criteria 1, 2 & 7 are essential. None of the metrics in these criteria can be opted out..

4. Metrics identified as optional can only be opted out as per appendix 4 of the Manual.

5. Qualitative metrics cannot be opted out.

The calculation of CGPA of HEI will be done excluding the metrics as opted out with 30 weightage by the HEI. The institutions willing to opt-out the non-applicable metrics need to exercise the same, prior to final submission of SSR to NAAC.

Vision & Mission of NAAC

I. INTRODUCTION

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

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

Vision

The vision of NAAC is t*o make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.*

Mission

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

1. *To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*

2. *To stimulate the academic environment for promotion of quality in teaching-learning and research in higher education institutions;*

3. *To encourage self-evaluation, accountability, autonomy and innovations in higher education;*

4. *To undertake quality-related research studies, consultancy and training programmes, and*

5. *To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

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

Objectives of NAAC

The main objectives of assessment and accreditation are to:

a) Grade institutions of higher education and their programmes;

b) Stimulate the academic environment and quality of teaching and research in these institutions;

c) Help institutions realize their academic objectives;

d) Promote necessary changes, innovations and reforms in all aspects of the institutions working for the above purpose;

e) Encourage innovations, self-evaluation and accountability in higher education

Core values in A & A process

Core Values in Assessment and Accreditation of HEIs by NAAC

Introduction

Higher Education Institutions (HEIs) function in a dynamic environment. The increasing private participation in higher education and the impact of globalization have necessitated marked changes in the Indian higher education system. These changes and the consequent shift in values have been taken into cognizance by NAAC while formulating the core values. Accordingly, in order to ensure external and internal validity and credibility, the QA process of NAAC is grounded within a value framework which is suitable and appropriate to the

National context. keeping these aspects in mind this paper is prepared to understand the core values in the assessment and Accreditation of HEI s India

Core Values in HEIs

The accreditation framework of NAAC has introduced following five core values

1. Contributing to National Development

Contributing to national development has always been an implicit goal of Indian HEIs. It is therefore appropriate that the Assessment and Accreditation (A&A) process of NAAC looks into the ways HEIs have been responding to and contributing towards national development. They are:

   a. Human Resource Development And Capacity Building Of Individuals,
   b. To Cater the Needs of the Economy, Society and the Country as a Whole, thereby, contributing To the Development of the Nation. Serving The Cause Of Social Justice,
   c. Ensuring Equity and Increasing Access to Higher Education Are A Few Ways by Which HEIs Can contribute to the national development.

2. Fostering Global Competencies Among Students

The global education development needs to enhance competencies of the students in HE.With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative the only the demand for internationally acceptable standards in higher education can be fulfilled. Thus the accreditation process of NAAC needs to examine the role of HEIs in preparing the students to achieve core competencies, to face the global challenges successfully. Therefore the NAAC includes in its scope of assessment and towards achieving this:

   a. Skill development of students, on par with their counterparts elsewhere in the world.
   b. This requires that the HEIs be innovative, creative and entrepreneurial in their approach.
   c. Therefore, the accreditation process of NAAC needs to examine the role of HEIs in preparing the students to achieve core competencies, to face the global challenges successfully.
   d. Establish collaborations with industries, network with the neighborhood agencies/bodies and foster a closer relationship between the "world of competent-learning" and the "world of skilled work".
3. Inculcating A Value System Among Students

Although skill development is crucial to the success of students in the job market, skills are of less value in the absence of appropriate value systems. The NAAC assessment therefore examines how these essential and desirable values are being inculcated in the students, by the HEIs.In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is a persisting concern for inculcating the core universal values like:

a. Truth and righteousness apart from other values emphasized in the various policy documents of the country.

b. The seeds of values such as cooperation and mutual understanding during the early stages of education have to be reiterated and re-emphasized at the higher education also through appropriate learning experiences and opportunities

4. Promoting The Use Of Technology

Most of the significant developments that one can observe today can be attributed to the impact of Science and Technology. the corresponding changes in the use of new technologies, for teaching learning and governance of HEIs, leaves much to be desired. Technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. Traditional methods of delivering higher education have become less motivating to a large number of students. To keep pace with the developments in other spheres of human endeavor, HEIs have to enrich the learning experiences of their students by providing them with state-of-the-art educational technologies.

a. The campus community must be adequately prepared to make use of Information and Communication Technology (ICT) optimally.

b. Conscious effort is also needed to invest in hardware and to orient the faculty suitably.

c. In addition to using technology as a learning resource, managing the activities of the institution in a technology-enabled way will ensure effective institutional functioning. For example, documentation and data management in the HEIs are areas where the process of assessment by NAAC has made a significant impact. Moving towards electronic data management and having institutional website to provide ready and relevant information to stakeholders are desirable steps in this direction.

d. Effective use of ICT in HEIs will be able to provide ICT literacy to the campus community, using ICT for resource sharing and networking, as well as adopting ICT-enabled administrative processes.

Therefore, NAAC accreditation would look at how the HEIs have put in place their electronic data management systems and electronic resources and their access to internal and external stakeholders particularly the student community.

5. Quest For Excellence

Contributing to nation-building and skills development of students, HEIs should demonstrate a drive to develop themselves into centres of excellence. Excellence in all that they will contribute to the overall development of the system of higher education of the country as a whole. This 'Quest for Excellence' could start with:

a. by the establishment of the Steering Committee for the preparation of the Self - Study Report (SSR) of an institution.

b. Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution.

Conclusion

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

References

Academic and Administrative Audit (AAA) A brief advisory note

Prof. Muttappa. Khajidoni, Associate Professor Dept of Economics
B. Shankranand College Kudachi

Introduction

The National Assessment and Accreditation Council (NAAC) has evolved tools and guidelines for improving quality for different levels of Higher Education Institutions (HEIs) and for its sustenance. By establishing Internal Quality Assurance Cell (IQAC) and undergoing External Quality Assurance process it's possible to continuously strive for excellence.

The monitoring and evaluation of the institutional processes require a carefully structured system of internal and external review. The NAAC expects the Institutions to undertake continuous Academic and Administrative Audits (AAA). This brief note is intended to serve as advisory to all accredited HEIs who volunteer to undertake AAA.

Academic and Administrative Audit (AAA):

Academic and Administrative Audit (AAA), are very essential for the excellence in Higher Education. These are interrelated concepts. Thus in order to have a quality oriented academic, there should be a strong administrative background.

Academic Audit: - Academic audit can be understood as a scientific and systematic method of reviewing the quality of academic process in the institution. It is related with the quality assurance and enhancing the quality of academic activities in HEIs.

Administrative Audit: - It can be defined as a process of evaluating the efficiency and effectiveness of the administrative procedure. It includes assessment of policies, strategies & functions of the various administrative departments, control of the overall administrative system etc.

Major Objectives of AAA:

1. To understand the existing system and assess the strengths and weaknesses of the Departments and Administrative Units and to suggest the methods for improvement and for overcoming the weaknesses.
2. To identify the bottlenecks in the existing administrative mechanisms and to identify the opportunities for academic reforms, administrative reforms and examination reforms etc.
3. To evaluate the optimum utilization of financial and other resources.
4. To suggest the methods for continuous improvement of quality keeping in mind criteria and reports by NAAC and other bodies.

Approach towards AAA: - World class Universities or institutions of eminence cannot be built overnight or legislated into existence. For that strict and continuous Audit of Academic and Administrative process should be adopted. Both the AAA can be done internally and externally. Internally it should be done by the IQAC of the institutions, while externally it can be done by the University (for Colleges) or by other peers. In some states it is organised by state level agencies. Knowledge Consortium of Gujarat (KCG) has developed a very good model of AAA in state of Gujarat. It is also learnt that many of the HEIs volunteering for third and fourth cycles of accreditation have done AAA.

Methodology

NAAC has not prescribed any specific methodology or guidelines for conducting AAA. It is expected that each HEI may evolve its own guidelines and methodology by learning from good practices followed by leading institutions within and outside India. The successful practices can be adapted to suit specific context and requirement of HEI on various aspects such as given below:

1. Criteria : IQAC of HEIs can decide set of criteria to be used for AAA. Some HEIs follow NAAC criteria as it compliments periodic assessment and accreditation by NAAC. Some HEIs have developed slightly different set of criteria. It is also learnt that some HEIs have taken NAAC departmental evaluation format and have done department-wise also.
2. Periodicity: Some HEIs undertake the AAA exercise on annual basis. However many HEIs prefer to do this exercise once in three years or five years. An internal excersice every year and involvement of external peers once in a three or five years could be a good option.

3. Selection of peers/experts: Since peer review is backbone of AAA, similar to accreditation by NAAC, it is important to select good experts as peers for AAA. Even though no specific qualifications can be prescribed for good peers, it is vital that peers should be able to command respect from faculty on the basis of their credentials such as academic distinctions, experience as reviewer on NAAC or similar bodies and professionalism.
4. Process: HEIs can device its own process including self-evaluation by faculty and administrative units, schedule of onsite visit, format of report and outcome etc... Many HEIs try to follow NAAC's process and formats with some changes
5. Outcome: The outcome of AAA may be placed before Internal Quality Assurance Cell (IQAC) and Governing Bodies (GB) of the HEIs. Plan of action can be prepared to implement the suggestions accepted by IQAC and GB.

It is important that HEIs should formally prepare the guidelines / statues / ordinances for AAA, so that it becomes an institutionalized practice. As the facilitator of quality culture in higher education, the NAAC will be taking efforts to promote any good practices of AAA brought to its attention. At present, NAAC has sponsored a good number of seminars across the country on the theme of AAA. The HEIs are advised to take benefit from deliberation of these seminars to update recent trends in AAA as tool for continuous quality improvement.

Conclusion

References

1. : Collected from the Academic and Administrative Audit (AAA) A brief advisory note, given by Prof.D.P. Singh(13th April, 2017) Director, NAAC Bengaluru
2. NAAC(2019) Manual

NAAC Revised Assessment and Accreditation Framework: Overview and Eligibility

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Abstract

India has one of the largest and diverse education systems in the world. Highly populated country like India, where, around 26% of the young minds go for Higher Education, in this context it very essential to know the quality of education provided by such higher educational institutions (HEIs) in India. NAAC is one such premier autonomous body under UGC to assess and accredit HEIs. NAAC shifted its gears from traditional paper oriented and complete peer team assessment and accreditation process to paperless and system generated scores, to avoid manipulations and personal bias, which is known as Revised Accreditation Framework (RAF). In the present study we have analysed the overview of such RAF brought by NAAC and at the same time we have analysed from the past three and half years the number of institution gone for NAAC assessment and accreditation in India. Which will help those HEIs who wish to get accredited with NAAC to know their eligibility, process and present status.

Key Words: Higher Educational Institutions, UGC, NAAC, Revised Accreditation Framework

Objectives

1. To provide overview on the revised NAAC guidelines

2. To know the NAAC A and A Process

1.1Introduction

India has one of the world's highest and most complex education programs. Access to higher education has been strengthened by privatization, widespread expansion, greater autonomy and the implementation of programs in new and developing regions. It has also contributed to widespread uncertainty about the quality and importance of higher education at the same time. The National Education Strategy (NPE, 1986) and the Programme of Action (PoA, 1992) spelled out strategic strategies for policies to resolve these issues, recommending the creation of an independent National Accreditation Body. Accordingly, The National Assessment and Accreditation Council (NAAC) was established in 1994 by the University Grants Commission (UGC) as an independent entity with its headquarters in Bengaluru. The mandate of NAAC is to make quality assurance an integral part of the operation of higher education institutions (HEIs), as expressed in its vision statement.

1.2 Need and importance of the Study:

Highly populated country like India, where, around 26% of the young minds go for Higher Education, in this context it very essential to know the quality of education provided by such higher educational institutions (HEIs) in India. NAAC is one such premier autonomous body under UGC to assess and accredit HEIs. NAAC shifted its gears from traditional paper oriented and complete peer team assessment and accreditation process to paperless and system generated scores, to avoid manipulations and personal bias.

In this context there is a need to study the overview of such Revised Accreditation Framework brought by NAAC and at the same time from the past three and half years the number of institution gone for NAAC assessment and accreditation in India. Which will help those HEIs to know the eligibility, process and present status.

1.3 Objectives of the Study

1. To study the overview of NAAC Assessment and Accreditation process.

2. To know the eligibility conditions to go for NAAC Assessment and Accreditation process by Higher Educational Institutions.

1.4 An Overview of NAAC

NAAC was established in 1994 with its headquarters in Bangalore as a result of the specific suggestions of the National Education Policy (1986), which placed special emphasis on upholding the quality of higher education in India.

NAAC is an autonomous institution established by the UGC, under Section 12-ccc of the UGC Act of 1956, for assessing and accrediting HEIs of the country. It is registered under the Karnataka Societies Registration Act of 1960, Karnataka Societies Registration Rules of 1961 and is headquartered at Bangalore.

1.4.1 Vision of NAAC

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

1.4.2 Mission of NAAC

• 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 teachinglearning 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.

1.4.3 Objectives of NAAC

The main objectives of assessment and accreditation are to:

a) Grade institutions of higher education and their programmes;

b) Stimulate the academic environment and quality of teaching and research in these institutions;

c) Help institutions realize their academic objectives;

d) Promote necessary changes, innovations and reforms in all aspects of the institutions working for the above purpose;

e) Encourage innovations, self-evaluation and accountability in higher education

1.4.4 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 in Students

• Promoting the Use of Technology

• Quest for Excellence

1.5 Structure of NAAC

Through its General Council (GC) and Executive Committee (EC), the NAAC is composed of educational administrators, policy makers and senior academics from across the higher education system in India. The President of the GC of the NAAC is the President of the UGC, and the President of the EC is an eminent academician nominated by the President of the GCC (NAAC). The Director is the Head of Academic and Administrative Affairs of the

NAAC and the secretary-member of both the GC and the EC. Advisory and advisory committees established from time to time shall be advised, in addition to the statutory bodies steering its policies and core staff to support its NAAC activities.

II Eligibility Criteria for Assessment and Accreditation (A&A)

HEIs are entitled to qualify for the NAAC Evaluation and Accreditation (A&A) process if they have a record of at least two sets of students who have graduated or have been in operation for six years, whichever is earlier, and meet other requirements or are protected by other regulations, if any, as mentioned below:

1. Universities (Central/State/Private/Deemed-to-be) and Institutions of National Importance

a. Provided the Institutions /Deemed –to-be Universities and their off-campuses if any are approved by MHRD/UGC. NAAC will not consider the unapproved off-campuses for A&A.

b. Provided that these institutions have regular students enrolled in to the full time teaching and Research programmes offered on campus.

c. Provided further that the duly established campuses within the country, if any, shall be treated as part of the Universities / Institutions of National Importance for the A&A process.

d. NAAC will not undertake the accreditation of off-shore campuses

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

a) Provided the Colleges are affiliated to a University recognised by UGC for the purposes of affiliation. Constituent colleges of a Private and Deemed- to-be Universities are considered as the constituent units of the University and thus will not be considered for A&A independently. Such constituent colleges need to come along with the University

b) Provided the colleges/institutions not affiliated to a University are offering programmes recognized by Statutory Professional Regulatory Councils and have been recognised by Association of Indian Universities(AIU) or other such Government agencies concerned, as equivalent to a degree programme of a University

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

a) Institutions, which would like to make an improvement in the accredited status, may apply for Re-assessment, after a minimum of one year and before three years of accreditation subject to the fulfilment of other conditions specified by NAAC from time to time for the purpose.

b) Institutions opting for Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4….) of Accreditation can submit the Institutional Information for Quality Assessment (IIQA), during the last 6

months of validity period subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.

4. Any other HEIs at the discretion of NAAC.

Note:

1. The NAAC accreditation does not cover distance education units of HEIs and off-shore campuses.

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

1.6 Assessment and Accreditation process

In any nation's development, education plays a vital role. Thus, both the quantity (increased access) and the quality (relevance and excellence of the academic programmes offered) of higher education are subject to a premium. The NAAC was established to facilitate the assessment by voluntary institutions of their performance vis-a-vis set parameters through introspection and a system that provides space for the institution to participate.

Assessment and Accreditation in the context of NAAC's process

Assessment	Accreditation
is the performance evaluation of an institution or its units based on certain established criteria?	is the certification of quality for a fixed period, which in the case of NAAC is five years?

1.6.1 Institutional Accreditation

NAAC is currently assessing the overall functioning of an institution comprising the governance structure and all its academic units, i.e. colleges, departments, and centres, on the basis of specified criteria. and is referred to by organizations as accreditation.

1.6.2 Mandatory of Assessment and Accreditation by NAAC

Via a gazette notice dated 19 January 2013, the UGC made it obligatory for Higher Educational Institutions to be accredited.

1.6.3 Assessment and Accreditation of Higher Education Institutions

In the past two decades, the NAAC has been carrying out the process of quality evaluation and accreditation of HEIs. Several HEIs have undergone this process, and a large number have also undergone subsequent accreditation periods. NAAC has strived to be responsive to and accurately represent these in its processes in line with its devotion to fostering quality culture in HEIs in line with the overall trends in the field of education and the outside world.

NAAC's A&A phase continues to be an experiment in NAAC's cooperation with the HEI being tested. As is currently established, NAAC's A&A framework is being updated and this reform aims to reinforce such a relationship. The input received from the HEIs, other stakeholders and the changes in the national scene over the years have all led to allowing sufficient adjustments in the procedure to speed up the process with greater rigor in consistency.

3. Revised Assessment and Accreditation (A&A) Framework

Dec 2019 The Updated Assessment and Accreditation process was released. It is an explicit Paradigm Shift which makes it feasible, objective, straightforward, scalable and resilient for ICT. It's The Shift:

- ❐ From qualitative peer judgment to data-based assessment of quantitative metrics with improved objectivity and clarity

- ❐ Scalability and robustness confirmation for intensive use of ICT

- ❐ Drastic reduction in the number of questions, size of the paper, visit days, and so on in terms of simplification of the procedure.

- ❐ In terms of growing benchmarking as a method for optimizing efficiency. This was attempted by contrasting the indicators of NAAC with other international QA systems.

- ❐ Introduction of Pre-qualifier for peer team visits, as 25% of the score produced by the framework

- ❐ Introducing System Generated Scores (SGS) with a blend of online assessment (approximately 70%) and peer judgment (about 30 percent)

- ❐ Adding the third-party validation feature of data

- ❐ To provide universities, independent colleges and affiliated/constituent colleges with sufficient variations in the metrics, weightages and benchmarks

- ❐ The updating of several metrics to increase the engagement of students and graduates in the selection process.

Fee Structure for Institutional Accreditation

The details of fees structure for the entire NAAC process are stated below:

a. Institutional Information Quality Assessment (IIQA) **(Common to all)**	**Rs. 25,000/- + G S T 18%.**
For Colleges andUniversities and Professional Institutions **b. Accreditation fee:**	

For Colleges (Grant-in-Aid, Private and Government)	
• General College with mono faculty viz., i.e. Arts, Commerce and Science	**Rs. 1,85,000/- + GST18%.**
• General College with multi faculty viz., Arts/Commerce/Science/or any other	**Rs. 1,25,000/- + GST18%.**
For Universities and Professional Institutions	
• 1 to 10 departments	**Rs. 3,75,000/-+ GST18%**
•> 10 departments	**Rs. 7,50,000/- + GST18%**

The accreditation fee will be limited to a maximum amount of **Rs. 7,50,000/- + GST18%, per institution.**

c. Logistics Fee:	
The institution has to pay an advance, towards logistic expenses:	
• for Colleges	**Rs.1,50,000/- + GST 18%**
• for Universities & Professional Institution	**Rs.3,00,000/- + GST 18%**

1.11. Process of Assessment and Accreditation

The NAAC Accreditation Process

By 2022, the UGC had declared NAAC a mandate. It very much reflects the interest that the NAAC has recently gained. To authenticate their quality expectations, institutes, schools, and universities are using NAAC as a metric. Therefore, through a self-study paper, NAAC accreditation has a special mechanism that drills down to achieving operational excellence. It's chiseled to perfection by the time an institute becomes NAAC-ready.

1.11.1 Assessment and Accreditation (A&A) Process with the Timeline

NAAC's quality assurance process is identical to that practiced globally by other Quality Assurance (QA) organizations. NAAC's method is pretty quick. Documents pertaining to the Self-Study Report (SSR) and the Administrative Details for Quality Evaluation are sent to the HEIs preparing for NAAC Accreditation to test themselves in different ways (IIQA). Via these, the HEIs show their alignment with the NAAC committee's policies and standards. The NAAC has three stages of the ICT-enabled accreditation process, according to the Updated Accreditation System (RAF). There is more about the Student Satisfaction Study for the latest revision, DVV that augments the whole purpose of the NAAC.

Conclusion

India has one of the longer & diverse education system in the world NAAC is an autonomous body assess and accreditation HEI's since 1994.It has been revised it from time to time and brings an explicit paradigm shift in feasible, objective straight forward stable & ICT application 70% and 30% SGS.

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EXPLICIT PARADIGM SHIFT IN ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

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Introduction

The NAAC has been carrying out the process of quality assessment and accreditation of HEIs over the past two decades. Several HEIs have gone through this process and a sizeable number has also undergone subsequent cycles of accreditation. True to its commitment for promoting quality culture in HEIs in consonance with the overall developments in the field of education as well as the outside world, NAAC has strived to be sensitive to these and adequately reflect these in its processes. The A&A process of NAAC continue to be an exercise in partnership of NAAC with the HEI being assessed. As is known by now, the A&A process of NAAC is being revised and this revision attempts to enhance such a partnership. Over years the feedback procured from the HEIs, other stakeholders and the developments in the national scene. All have contributed in making appropriate revisions in the process so as to accelerate the process with greater quality achievement. This paper is presenting the

Revised Assessment and Accreditation (A&A) Framework

The Revised Assessment and Accreditation Framework was launched in July 2017. And again revised on December 2019.It is effected from 1.1.2020. It represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. Some of the characteristics of revised A and A Framework are below

1. From qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
2. Towards extensive use of ICT confirming scalability and robustness
3. Simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on
4. In terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks
5. Introducing Pre-qualifier for peer team visit, as 25% of system generated score
6. Introducing System Generated Scores (SGS) with combination of online evaluation (about 70%) and peer judgment (about 30%)

7. In introducing the element of third party validation of data

8. In providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges

9. In revising several metrics to bring in enhanced participation of students and alumni in the assessment process

Focus of Assessment

The NAAC continues with its focus on quality culture of the institution in terms of Quality Initiatives, Quality Sustenance and Quality Enhancement, as reflected in its vision, organization, operations and the processes. Experience has reiterated that these can be ascertained either by on site observations and/or through the facts and figures about the various aspects of institutional functioning. The Revised Manual places greater confidence in the latter as reflective of internal institutional processes.

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

It is attempted to enlarge the digital coverage of the entire process of A&A. This, it is believed, will not only accelerate the process but also bring in greater objectivity into the process.The possible differentiation required in respect of HEIs which are going for subsequent cycles of A&A, appropriate scope has been provided in the process. This will allow the HEIs to appropriately represent the developments they have attempted after the previous A&A cycle.

Conclusion

NAAC is an autonomous body established in 1994 and Accreditation of HEI's was announced in 2013. Since 2017 frequency there has been changes in it's A & A process. The explicit shift in its accreditation framework are ICT enabled, transference 70% and 30%

evaluation process and also in the distribution 8 metrics, weightage etc. Each HEI's which is preparing for NAAC accreditation should have the awareness and knowledge NAAC A & A framework.

NAAC A & A frame work

References

Manual for self Study Report Affiliated/Constituent UG & PG Colleges

Steps in the Submission of SSR

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Introduction

Revised NAAC framework brings a good numbers of changes in the process of A& A of HEI's if includes online submission 70% & 30% SGS,SSS etc .Every HEI,s have to know the steps in the submission SSR and the present status A&A under revised NAAC framework. Hence, this paper is focus on the aspects;1. Steps in the submission of SSR 2. Grading system 3. Present A and A status of HEI's in India 4. To draw the conclusions.

Levels of NAAC Accreditation Steps Institutional grading

Objectives

To know the steps in the process of submitting SSR

To know the Accreditation status under revised guidelines.

Levels of NAAC Accreditation
On a broader way, the NAAC completes its accreditation in three levels.
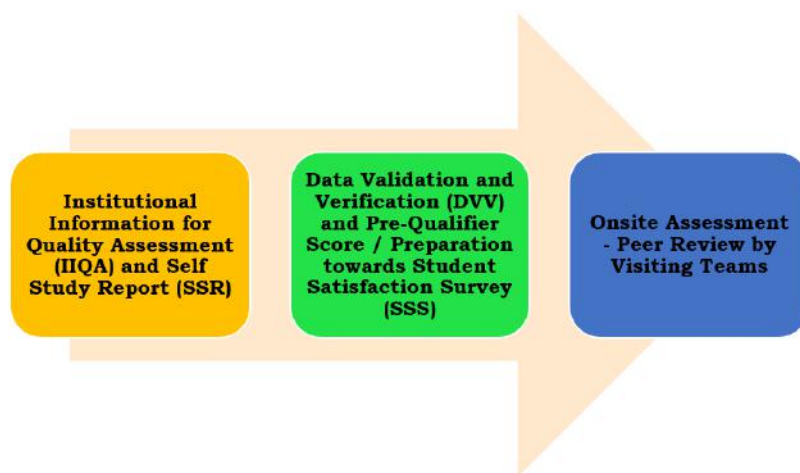
      2. Steps in the Submission on SSR

The above three levels can be bifurcated into following seven steps;

Step 1: Registration of HEIs in the NAAC portal

Step 2: Preparation of IIQA

Step 3: Submission of SSR on acceptance of IIQA

Step 4: DVV process and Pre-Qualifier Score

Step 5: Preparation towards SSS

Step 6: Onsite Peer Visit by NAAC

Step 7: NAAC announces the Institutional Grading

Step 1: HEIs registration in the NAAC website

With the Higher Education Institution (HEI) finishing its registration on the NAAC website, the NAAC accreditation process starts right here. The HEI completes the registration form as a first move, but with a correct AISHE reference code. This is more of a profile of the organization being established. For all affiliated constituent colleges, private and deemed universities, autonomous colleges, this phase is obligatory and normal. The AISHE reference code should be mandatory for any organization requiring the Assessment and Accreditation (A&A) process. On the other hand, a self-declaration with a simple mention of their new affiliation status should be issued by the associated organizations. If the entry process is filled by the HEIs, the NAAC verifies and validates it. NAAC sends the authentication credentials to the HEI and allows the portal to be opened.

Step 2: Completion of IIQA submission

IIQA submission is the next major step. The HEI logs into the portal with valid user credentials and fills in the form of the IIQA and pays the online IIQA Bill. There are a lot of papers that should be displayed here in the proper format online. Via the two screens, IIQA works. This latest device for two windows is a recent upgrade under the RAF. It is available during the year, it was only open for only two times a year ago. The qualifying announcement for the IIQA requires 15 days. Institutions passing this stage are going to the SSR Submission. Those that get rejected here, can take an additional chance of two more attempts to resubmit the IIQA form and the documents within a year's time with the same fee paid by the HEIs earlier.

Step 3: SSR submission on acceptance of IIQA

The next step is the SSR's submission. The organization works for the SSR application upon receiving the IIQA approval. They fill out the SSR form, upload all the appropriate files, and pay the first online SSR instalment fee. This is the fee for entry. Following this, all Quantitative and Qualitative metrics data are requested, related records are uploaded and non-applicable metrics are chosen. No HEIs must send hard copies of the SSR to NAAC as per the RAF. All the DVV is performed using the details imported to their respective logins via HEIs.

Step 4: Proceed to Data Verification & Validation (DVV) and and Pre-Qualifier Score process

All the data/information submitted is checked via the Data Validation and Verification (DVV) process after SSR submission. An online mechanism that produces a pre-qualifier score is used to perform this verification. The DVV method is an important process of elucidation. If the organizations have given the Quantitative Indicators with inaccurate information/data, clarification will be sought here. A deviation notification will officially be submitted to the organizations requesting confirmation. At this stage, if false data/information

is found to have been submitted by the organization, it will not only be debarred from the accreditation scheme, but will also be dealt with legally.

Steps in DVV

- DVV reviews the data inputs from HEIs (Except SSS and Inflibnet data)
- DVV points outs deviations
- DVV submits deviations report requesting clarification to HEIs
- Re-assign if there is a delayed action
- HEIs submit / rejects clarification to DVV within the time period
- No response from HEIs leads to "Intent to Withdrawal"
- DVV verification of HEIs responses to queries
- DVV recommends data updates
- DVV 2nd level verification: DVV team verifies the report and ensures correctness
- Final DVV report submission to NAAC

It is to be remembered that the whole DVV process does not have a set timetable. However, the organizations are required to reply with clarity during the DVV clarification stage within the defined time set by the DVV team. As a final stage, the NAAC will reassess the data submitted and arrive at a pre-qualifier score based on the degree of the variance. The minimum pre-qualifier ranking set to apply for the SSR is 25%. Institutes who secure a pre-qualifier score of at least 25 percent based on quantitative criteria will apply for on-site peer review/evaluation only. Many with less than 25% have to re-apply through the IIQA for the A&A phase. This suggests that from the beginning they have to submit afresh and pay all fees again, but on one condition. They will be qualified to apply within 6 months of the prequalification declaration date. The NAAC team will then settle on any of the following, based on the DVV score:

- ✓ The Peer Committee Visit Times
- ✓ Deferring the visit of the Peer Team
- ✓ Disqualifying the organization from receiving a visit from a peer team

Step 5: Preparation towards the Student Satisfaction Survey (SSS)

Alongside the DVV, this mechanism occurs concurrently. During the online submission of the SSR, complete submission of the student data is carried out. One of the important players in the whole appraisal process is student associations, and the NAAC knows that too well. This is therefore one of the key procedures for A&A. The SSS attempts to involve students in the process of quality assurance. As part of the overall CGPA, the SSS scores will be determined. The institution should have sent the full student count with their registration information, number, curriculum, year of study, contact number, and email IDs in order to

administer the SSS. A stratified selection of a random student is drawn for the survey.The student population is mixed equally across multiple grades, ethnicity and the year of graduation in the study. The SSS initiates a maximum of two survey attempts, depending on the following conditions, in order to achieve the desired answer level:

For Colleges: both UG/PG and Autonomous, the answers should come from at least 10% of the population of students or 100, whichever is lower.

For Universities: 10% of the student body can relax, or 500, which is often lower.

Step 6: Onsite Assessment - Peer Review by Visiting Team

In the NAAC accreditation process, this is a major step. Nothing but a peer analysis from the visiting party is the onsite test. All the details on the qualitative metrics presented is analyzed by the team. The team consists of distinguished academics, physicists, senior executives, all from the educational field. They undergo an Induction Program for Assessors, which trains them to be an ace Peer Team Member. The quantitative and qualitative metrics were spread by NAAC at a rate of about 70 percent and 30 percent, respectively. HEIs are required in the said formats to send their data/information online. Peer tem participants are usually more concerned with the qualitative evidence given by the HEIs, which is around 25% of the overall weighting.

Step 7: Institutional Grading

To reiterate, only institutions with a score of 25% in the DVV process will be able to apply by visiting peer teams and producing NAAC reports for on-site evaluation. In this last stage of the A&A process, there are three key stages that arise. The visiting team produces a qualitative report following the on-site review, which is after the SWOC (strengths, shortcomings, prospects, and challenges) is identified and the qualitative parameter scores are allocated.

The NAAC adds all the following three scores together after the peer or site visit and their online review to arrive at the overall Criteria wise CGPA.

1. Report on the Peer Team

2. Quantitative Metrics analysis grades (QnM)

3. Institutional Sheet for Grade

Following the NAAC grades announcement. On the administrative website, the HEIs are supposed to host it. The final result will then be put for ratification before the NAAC

Executive Council. This is accompanied by the announcement of the NAAC Accreditation status and the institutional ranking.

Present Status of Institutes with NAAC Accreditation in India

According to the Revised Accreditation Framework, here is the latest count of institutions that are accredited by type and grade. By type, they are categorized into Colleges and Universities. By Grades, they are separated by the eight grades including, A++, A+, A, B++, B+, B, C, D.

The below images would help you understand the scenario better.

Number of Institutions Accredited with NAAC
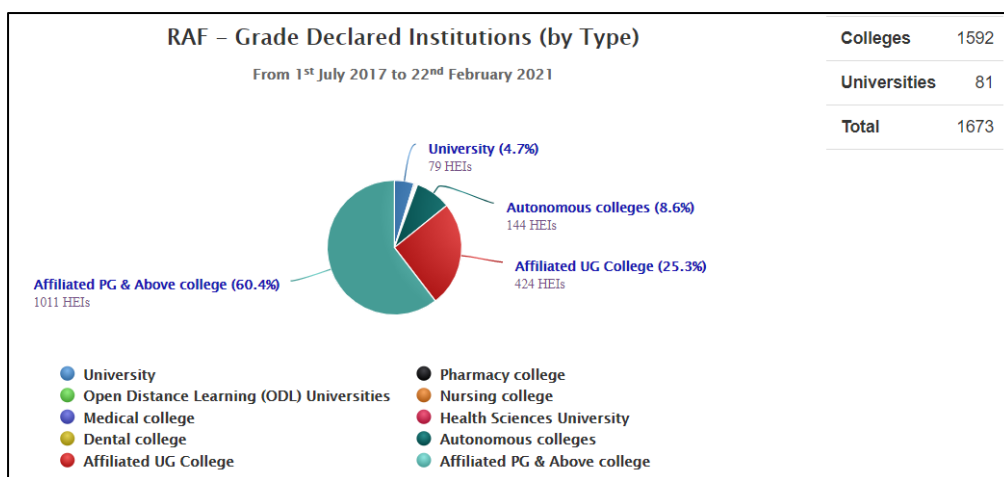
Source: https://assessmentonline.naac.gov.in/public/index.php/hei_public_dashboard

Based on the above chart out of 967 universities in India only 81 universities (4.8%) are accredited by NAAC under RAF, and out of around 38,000 colleges only 1,592 colleges are accredited by NAAC under RAF, which includes 144 (8.6%) Autonomous colleges, 424 (25.3%) Affiliated UG colleges, and 1,011 (60.4%) Affiliated PG & Above colleges. There is still a big gap exist for the universities and colleges to get Assessed and Accredited with NAAC. Since UGC made mandatory of NAAC for all HEIs we hope all the colleges in the coming years get accredited with NAAC.

Institutions with Different Grades declared by NAAC
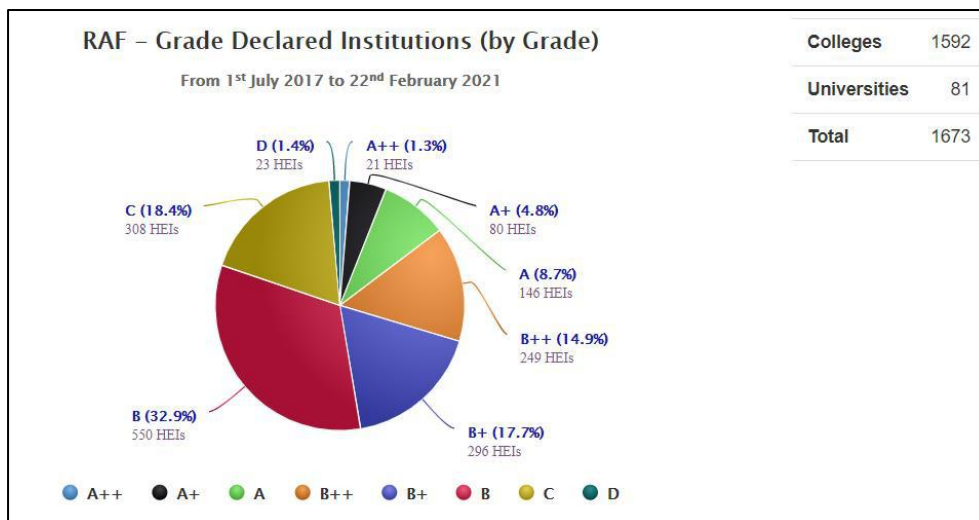
Source:https://assessmentonline.naac.gov.in/public/index.php/hei_public_dashboard

Based on the above chart out of 1,673 HEIs only 21 HEIs (1.3%) able to secure A++ grades, 80 HEIs (4.8%) able to secure A+ grades, 249 HEIs (14.9%) able to secure B++ grades, 296 HEIs (17.7%) able to secure B+ grades, 550 HEIs (32.9%) able to secure B grades, and 308 HEIs (18.4%) able to secure C grades under RAF of NAAC. It is surprising to know that 23 HEIs (1.4%) couldn't get any grade under RAF of NAAC.

Findings of the Study

Following findings are drawn from the study;

1. Only 8.37% of universities (81 in numbers) are accredited with NAAC grades under RAF.

2. Around 4.2% of colleges (both UG and PG) got accredited with NAAC grades under RAF.

3. Considering the college wise data out of UG/PG/Autonomous colleges, more number of (60.4%) PG and above colleges are getting accredited with NAAC under RAF compared with other two colleges.

4. Out of 1,673 HEIs only 21 HEIs (1.3%) able to secure A++ grades under RAF.

5. 550 HEIs (32.9%) able to secure B grades which was highest in number compared with other grades under RAF.

6. It is surprising to know that 23 HEIs (1.4%) couldn't get any grade under RAF of NAAC,

Suggestions

From the above analysis and findings, it is suggested that though in India we have more than 38,000 HEIs around only 1,673 HEIs got accredited by NAAC under RAF, hence it is suggestive that NAAC should reduce its stringent assessment and accreditation process at the same time the amount payable as fee to get accredited with NAAC also is very high, if the NAAC reduces the fee, hope many HEIs will come forward to self-evaluate their grades with the NAAC in the country. Awareness programs with respect to RAF can also be helpful for those HEIs who wish to get accredited.

Conclusion

Highly populated country like India, where, around 26% of the young minds go for Higher Education, in this context it is very surprising to know that only around only 1,673 HEIs got accredited by NAAC under RAF. At the same time very few HEIs got A++ grades from NAAC, if we closely observe huge number of Government colleges and many private colleges haven't gone for NAAC at all, though having an existence for many decades. It is also observed that some lead colleges got D grades from NAAC and Many Universities got B grades. It is a high time to consider all such data's to increase the quality of education in India. Strict actions have to be initiated against those HEIs, at the same time government should also support colleges to improve their quality in teaching by providing financial and non-financial support.

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Introduction

Since 2017 from the date of revision of NAAC Guidelines the Accreditation status has been showing poor. It may be due to lack of new A & A process problem of meet the ICT Process. etc

Procedural Details

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

1. Eligible HEIs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online any time during the year. Duly filled in IIQAs of eligible HEIs will be accepted by NAAC for further processing and others will be rejected.

2. In case of rejection of IIQA applications specific suggestions would be given to HEIs to facilitate them to resubmit IIQA. An institution can reapply twice after the first attempt resulted in rejection. That is, each HEI is permitted three attempts in a year, with a single fee. After this, it will be considered a fresh application with required fees.

3. After the acceptance of IIQA, the institution will be asked to fill the Self Study Report (SSR) with the required document to be uploaded in the portal of NAAC website within 45 days. The SSR of the HEI will then be subjected to further process. As preparation of SSR is a systematic process, so it is suggested that the HEIs should be ready with soft copy of SSR and related documents well in advance of submitting IIQA. Those institutions who fail to submit SSR within 45 days will have to apply afresh starting from IIQA & its fees. It is to be noted that the extension for submission of SSR will be possible, if the request (by raising the issue in Issues Management System (IMS) with proper reason & proof) is done by the HEI before the expiry of the

stipulated time, only in cases of natural calamities, floods, payment settlement delay, technical problems for a period upto maximum of 15 days after seeking approval from the Competent Authority. No further extension will be given in the portal. In all such cases the A&A process gets terminated and IIQA fees paid shall be forfeited and the HEIs have to come afresh by submitting IIQA with the requisite fees. In any case fees for IIQA will not be refundable.

4. The SSR has to be uploaded as per the format in portal of NAAC. After submission of SSR on NAAC portal HEI would receive an auto generated link/ID of SSR in their registered email id. The same SSR in .pdf format should be then uploaded on institutional website.

5. The SSR has to be submitted only online. HEIs should make necessary preparations with the required data, documents and/or responses before logging on to the NAAC website for submission of SSR online. Careful study of the Manual will be of great help in this regard.

6. HEIs are requested to go through the Standard Operating Procedure (SOP) available in Apply Online Tab in NAAC website, before preparation of SSR.

7. As indicated earlier, the SSR comprises both Qualitative and Quantitative metrics. The Quantitative Metrics (QnM) add up to about 70% and the remaining about 30% are Qualitative Metrics (QlM).

8. Optional Metrics (Applicable only for Colleges): In these diversified education system, there can be few metrics which may not be applicable to the HEI's. Thus in order to facilitate the HEI's NAAC has come out with this concept of Non Applicable Metrics.

   a. Maximum weightage of metrics that can be opted out shouldn't exceed 30 (up to 3%).

   b. Metrics with maximum of total 10 weightage per criteria can only be opted out.

   c. All metrics in Criteria 1, 2 & 7 are essential. None of the metrics in these Criteria can be opted out.

   d. Metrics identified as optional can only be opted out (list of optional metrics are stated in   Appendices 3 of Autonomous and Affiliated College Manual). Qualitative metrics cannot be opted out.

   e. The calculation of Cumulative Grade Point Average (CGPA) of Higher Education Institutions (HEIs) will be done excluding the metrics as opted out with 30 weightage (up to 3%) by the HEIs. This decision is aimed at helping

HEIs, as they will not be assessed on metrics not applicable to them. HEIs willing to opt out the non applicable metrics need to exercise the same, prior to final submission of SSR to NAAC.

9. The data submitted on Quantitative Metrics (QnM) will be subjected to validation exercise with the help of Data Validation and Verification (DVV) process done by NAAC. The responses to Qualitative Metrics (QlM) will be reviewed by the Peer Team on site only after the institution clears the Pre-qualifier stage.

10. Any Institution found to be providing wrong information/data during validation and verification stage will be asked for clarifications. On the basis of clarifications submitted by the HEIs the data will be again sent for DVV process. The process of Data Validation and Verification (DVV) by NAAC will be done in not more than 30 days.

11. Pre-qualifier: The Quantitative Metrics (QnM) of SSR will be sent for Data Validation and Verification (DVV) Process. After DVV process, a DVV deviation report will be generated. On the basis of the deviation report, the A&A process will proceed further as per the following conditions

   a. HEI whose Metrics are found to be deviated will be liable for the penalty or legal action. Their first installment of accreditation fees will also be forfeited, and the name of such HEI will be sent to statutory authorities for further actions.
   b. HEI that clears the DVV process will proceed for Peer Team Visit with a condition of a Pre-qualifier, that the HEI should score at least 25% in Quantitative Metrics (QnM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees. Such HEIs are eligible to apply again only after six months from the day of declaration of Pre-qualification status.

12. After the DVV process, NAAC will intimate the HEI, regarding the status of the pre-qualification. Only pre-qualified HEIs will enter the next round of assessment to be done by the Peer Team during their on-site visit. The focus of Peer Team visit will be on the Qualitative Metrics (QlM).

13. Student Satisfaction Survey (SSS): It will be conducted as per the following conditions:

   a. SSS will be conducted simultaneously with DVV process.
   b. Higher Education Institutions (HEIs) have to strictly upload data of at least 50% of currently enrolled students as per data template format of excel sheet given in portal.

c. The SSS questionnaire (20 objective & 01 subjective) will be e-mailed to all students and the following rule will be applied for processing the responses.

    i. For colleges – (UG/PG and Autonomous) responses should be received from at least 10% of the student population or 100, whichever is lesser.

    ii. For Universities – 10% of the student population or 500, whichever is lesser.

d. If the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation.

e. SSS will be completed within one month after its initiation.

14. Peer Team visit of the institution should not exceed three months after clearance of Pre-qualifier stage.

15. Based on the size and scope of academic offerings at the HEIs, the number of days and experts for onsite visit may vary from 2-3 days with 2-5 expert reviewers visiting the institutions. The visiting teams' role would be very specific in the revised model limited to Qualitative Metrics (QlM). The teams would play an important role in reviewing the intangible aspects.

16. NAAC will disclose the details of the Peer Team members only three days before the scheduled PTV dates. HEIs will not be responsible for Logistics for the Visiting Teams. Hence forth NAAC will directly take care of all the logistics regarding the Peer Teams visiting the institutions. All payment towards TA, DA, Honorarium, etc., will be directly paid by NAAC to the nominated members. There would be no financial transactions between the Institution and the Peer Team members.

17. The institutions need to add a link in home page of their institutional website for NAAC records/files viz., SSR, Peer Team Report, AQAR, Certificate of NAAC and Accreditation documents etc., for easy access by its stakeholders. The said link should be clearly visible/ highlighted (without password).

18. Guidelines for filling up Self-Study Report (SSR)

1. Extended profile contains all the questions which are basically the figures of denominators of the formulas used for calculation of various Metrics values.

2. There are Tool Tips at various places in portal, such as Metrics, sub-metrics, upload, etc. which are given as guidance regarding the sort of data required to be submitted by

the institution. The Tool Tip is denoted in the form of . Institutions are required to go through the respective Tool Tip thoroughly before filling the data.

3. The data filled should contextualize with the related metrics. There is an upload limit (5 MB) for the documents for various Metrics, if the size of the document exceeds that limit, Institution may upload the same in their own website without password protection. The link of the said uploaded document should be given in the portal.

4. The data of the students for Student Satisfaction Survey (SSS) has to be submitted concurrently during online submission of SSR.

5. Where-so-ever 'Asterisk Red mark' is indicated in the portal it should be understood as mandatory requirement.

19. Policy to withdraw Accreditation applications by Higher Education Institutions (HEIs) : HEIs which have submitted their Self Study Reports (SSRs) for any reason does not complete the A&A process

a. Will host the information that it has withdrawn / not completed the process on the HEI website and the information will be hosted on NAAC website too.

b. Will be allowed to apply for A&A only after a period of one year from the date of submission of SSR.

c. The fees submitted by HEI for Assessment and Accreditation process so far will be forfeited.

20. Non-compliance of DVV Process

Institutions are given 15 days time to complete the DVV   process, and are supposed to respond within stipulated time during DVV clarification stage. In unforeseen situations (such as natural calamities, political disturbances and alike) when the institutions fail to comply with the DVV process, a further extension of 7 days shall be granted on the basis of decision from Competent Authority. HEIs which do not comply to the DVV clarification process, assessment and accreditation process of such institutions will be terminated at the level of DVV clarification and the fees paid for IIQA and the SSR 1st installment will be forfeited. Such institutions shall reapply for accreditation after one year from the date of declaration of decision in Standing Committee (SC) meeting, by submission of IIQA and filling SSR afresh.

Conclusion

The revolution in quality assessment occurs in India through NAAC. Initially, there was traditional approach and today artificial intelligence make the A & A process transference and easy understanding is very much helps to get ready for submission of SSR

References

Manual for Self Study Report Affiliated/Constituent UG & PG Colleges

Assessment Process and Grading System in Revised NAAC Framework

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Introduction

Assessment Outcome

An ICT-based ranking, a mixture of measurement of qualitative and quantitative metrics, will be the final outcome of the assessment and accreditation exercise. This will be collected as a three-part text.

1. Peer Team Report

Section 1: Includes the institution's general knowledge and its meaning.

Section 2: Provides a wise analysis of the criteria based on peer assessment of qualitative indicators. This will be a qualitative, descriptive appraisal study focused on the objective review of the Peer Committee, which will present HEI strengths and deficiencies under each criterion instead of reporting with bullet points.

Section 3: Overall review of structural capabilities, vulnerabilities, prospects and threats is addressed.

Section 4: Documents Guidelines for Institution Efficiency Enhancement (not more than 10 major ones).

2. Graphical representation based on Quantitative Metrics (Q_nM)

This section will be the HEI System Obtained Quality Profile based on the quantitative indicator statistical analysis in the QIF (quality indicator framework) NAAC. A synthesis of quantifiable indicators would reflect the graphical presentation of institutional features.

3. Institutional Grade Sheet

The institutional grade sheet is focused on qualitative metrics, quantitative measures and student satisfaction surveys using modern methods of measurement, but will be produced by software. Together, the above three sections will form the "NAAC Accreditation Outcome" report. Apart from NAAC hosting it on its website, it is compulsory for the HEIs to show it on their institutional website.

Assessment Process

Taking cognizance of the diversity in the kinds of institutions HEIs have been grouped under three categories namely, Universities, Autonomous Colleges and Affiliated/Constituent Colleges for A and A Process. This paper is focus on the assessment process

The assessment process will be carried out in three stages. As stated earlier, it will comprise three main components, viz., Self Study Report (SSR), Student Satisfaction Survey and the Peer Team Report. The SSR has a total of 115 Metrics for Universities, 107 Metrics for Autonomous, 93 & 96 Metrics for UG & PG Affiliated/Constituent Colleges respectively, covering the seven Criteria described earlier.

The SSR has two kinds of Metrics: one, those requiring quantifiable facts and figures as data which have been indicated as 'quantitative metrics' (QnM); and those metrics requiring descriptive responses and are accordingly named 'qualitative metrics' (QlM). Table 1 depicts the distribution of Key Indicators (KIs) and Metrics across them.

Table 1: Distribution of Metrics and KIs across Criteria

Type of HEIs	Universities	Autonomous Colleges	Affiliated/Constituent Colleges
Criteria	7	7	7
Key Indicators (KIs)	34	34	32
Qualitative Metrics (QlM)	38	38	41
Quantitative Metrics (QnM)	99	98	80
Total Metrics (QlM + QnM)	**137**	**136**	**121**

Source: Manual (2019) institutional accreditation Manual for SSRAffiliated ND Constituent colleges, NAAC OFFICE, Bangaluru

Table 2 gives the details of weightage given to the various Key Indicators and Criteria. In view of the variations in the institutional emphasis on the KIs among the three categories of HEIs, weightages have been appropriately demarcated. Each metric is designated a weightage which is indicated in criterion metrics.

Table 2 Distribution of weightages across Key Indicators (KIs

Criteria	Key Indicators (KIs)	Universities	Autonomous Colleges	Affiliated/Constituent Colleges
1. Curricular Aspects	1.1 *(U)Curriculum Design and Development	50	50	NA
	1.1. *(A) Curricular Planning and Implementation	NA	NA	20
	1.2 Academic Flexibility	50	40	30
	1.3 Curriculum Enrichment	30	40	30
	1.4 Feedback System	20	20	20
	Total	150	150	100
2. Teaching-Learning and Evaluation	2.1 Student Enrolment and Profile	10	20	30
	2.2 Catering to Student Diversity	20	30	50
	2.3 Teaching-Learning Process	20	50	50
	2.4 Teacher Profile and Quality	50	60	80

	2.5 Evaluation Process and Reforms	40	40	50
	2.6 Student Performance and Learning Outcomes	30	50	40
	2.7 Student satisfaction Survey	30	50	50
	Total	**200**	**300**	**350**
3. Research, Innovations and Extension	3.1 Promotion of Research and Facilities	20	20	NA
	3.2 Resource Mobilization for Research	20	10	10
	3.3 Innovation Ecosystem	30	20	10
	3.4 Research Publications and Awards	100	20	20
	3.5 Consultancy	20	10	NA
	3.6 Extension Activities	40	50	60
	3.7 Collaboration	20	20	20
	Total	**250**	**150**	**120**
4. Infrastructure and Learning Resources	4.1 Physical Facilities	30	30	30
	4.2 Library as a Learning Resource	20	20	20
	4.3 IT Infrastructure	30	30	30
	4.4 Maintenance of Campus Infrastructure	20	20	20
	Total	**100**	**100**	**100**
5. Student Support and Progression	5.1 Student Support	30	30	50
	5.2 Student Progression	40	30	45
	5.3 Student Participation and Activities	20	30	25
	5.4 Alumni Engagement	10	10	10
	Total	**100**	**100**	**130**
6. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	10	10	10
	6.2 Strategy Development and Deployment	10	10	10
	6.3 Faculty Empowerment Strategies	30	30	30
	6.4 Financial Management and Resource Mobilization	20	20	20
	6.5 Internal Quality Assurance System	30	30	30
	Total	**100**	**100**	**100**
7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	50	50	50
	7.2 Best Practices	30	30	30
	7.3 Institutional Distinctiveness	20	20	20
	Total	**100**	**100**	**100**
	TOTAL SCORE	**1000 ***	**1000 ***	**1000 ***

Sources: Manual (2019) institutional accreditation Manual for SSR Affiliated ND Constituent colleges, NAAC OFFICE, Bangaluru

Policy to withdraw Accreditation applications

Higher Education Institutions (HEIs) which have submitted their Self Study Reports (SSRs) for any reason does not complete the A&A process

a. Will host the information that it has withdrawn / not completed the process on the HEI website and the information will be hosted on NAAC website too.

b. Will be allowed to apply for A&A only after a period of one year from the date of submission of SSR.

c. The fees submitted by HEI for Assessment and Accreditation process so far will be forfeited.

Grading

In each Key Element, institutions are classified under four categories, viz. A, B, C and D, denoting, respectively, very decent, good, adequate and unsatisfactory amounts. The overview score is then determined with the required weighting added to it for all the main factors under a parameter and the Grade Point Average (GPA) is figured out for the criterion. After applying the specified weighting to each condition, the Cumulative GPA (CGPA), which provides the final Evaluation Result, is then determined from the seven GPAs pertaining to the seven parameters.

Grading Pattern followed by NAAC

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

Scope of Appeals Committee Extended

At its 53rd meeting on 4 September 2010, the Executive Committee (EC) affirmed that the object of the Appeals Committee was to address not only the appeals of the institutions, but also the cases referred to it by the EC in the event of any divergence from the evaluation and accreditation process, infringements, grievances, etc.

Re-Assessment

Institutions wishing to enhance their accredited status can volunteer for reassessment after at least one year of completion, but not after three years of completion. Only once in a series will the decision be exercised. In the same period, a re-assessed institution does not come up for another re-assessment. For all organizations applying for re-evaluation, the existing processes and methodology, including the Assessment and Accreditation Manual, apply. In line with the existing evaluation and accreditation processes, the fee arrangement and other mechanism will be (more details can be obtained from NAAC website). Institutions would not be liable for charge waiver and refund of accreditation costs until they volunteer for re-assessment.

Reference:

Manual for Self Study Report Affiliated/Constituent UG & PG Colleges

QUALITY INDICATOR FRAMEWORK (QIF): DESCRIPTION

Criterion: I Curriculum Aspects

Introduction

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

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

Under each Criterion a few Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics which actually elicit responses from the HEIs. This pare of the QIF presents the curricular Aspects.

Criterion I: Curricular Aspects

The Curricular Aspects are the mainstay of any educational institution. However, the responsibilities of various HEIs in this regard vary depending on their administrative standing. That is, an Affiliated College is essentially a teaching unit which depends on a larger body namely university for legitimizing its academic and administrative processes. Its engagement with curricular aspects is mainly in their implementation while its participation in curriculum development, procedural detailing, assessment procedures as well as certification is peripheral and these are "givens''. Whereas a University has the mandate to visualize appropriate curricula for particular programmes, revise/update them periodically, ensure that the outcomes of its programmes are defined by its bodies. In case of Autonomous Colleges curricular responsibilities are similar to the Universities.

Criterion I pertains to the practices of an institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development, feedback system and involvement of stakeholders in curriculum updating are also gauged.

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

KEY INDICATORS

1.1*(U) -Curriculum Design and Development

1.1*(A) - Curriculum Planning and Implementation

1.2 Academic Flexibility

1.3 Curriculum Enrichment

1.4 Feedback System

*(U) - applicable only for Universities and Autonomous Colleges

*(A) - applicable only for the Affiliated/Constituent Colleges

1.1 *(U) Curriculum Design and Development

One of the significant responsibilities of Universities and Autonomous Colleges is Curriculum Design and Development and thus are expected to have processes, systems and

structures in place to shoulder this responsibility. Curriculum Design and Development is a complex process of developing appropriate need-based inputs in consultation with expert groups, based on the feedback from stakeholders. This results in the development of relevant programmes with flexibility to suit the professional and personal needs of the students and realization of core values. The Key Indicator (KI) also considers the good practices of the institution in initiating a range of programme options and courses that are relevant to the local needs and in tune with the emerging national and global trends.

Curriculum evolved by the University/Autonomous College comprises Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs), the substantive outlines of courses in every discipline (syllabus), organizational details of implementation as well as assessment of student performance and thereby attainment of PSOs and COs. The quality element is reflected in the efforts to revise, update, include emerging concerns etc., the University/Autonomous College makes in this regard. The Curriculum designed by University/Autonomous College may also focus on employability, entrepreneurship and skill development. The POs, PSOs, COs could be uploaded on Institutional website.

1.1 *(A) Curricular Planning and Implementation

The Affiliating/Constituent Colleges have rather insignificant role in curriculum designing and development. They adopt the curriculum overview provided by the respective universities. Each college operationalize the curriculum within the overall frame work provided, in one's own way depending on its resource potential, institutional goals and concern and so on. That is, each college visualizes the way the curriculum has to be carried out – activities, who, how, when etc. This process makes each institution unique and reflects on the concern of the college for quality in the form of values emphasized, sensitivities focused on, etc.

1.2 Academic Flexibility

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

1.3 Curriculum Enrichment

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

1.4 Feedback System

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs.

A HEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also analysing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

Conclusion

Criterion I is concerned to the curriculum aspects such as Deign, Planning, implementation, learning objectives, outcomes on PO, PSO & Cos, flexibility enrichment activities in HEIs. And also evaluates through feedback system by obtaining feedback from students, Teachers, Alumni, employers. Recently Parents feedback was withdrawn by NAAC.

References:

Manual for Self Study Report Affiliated/Constituent UG & PG Colleges

Stakeholders Feedback System: An Effective Tool for Quality Implementation and Enhancement in Higher Education.

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Abstract:

In India, the education system has evolved since ancient times and it has various aspects. The unique things about the Indian education system are diversity in fundamentals like language, culture, ethnicity, and geography, etc. From ancient times to the modern era in India, education was transferred from generation to generation through the word of mouth, by sages and scholars. In the British era introduction of modern education took place and post-globalization ICT tools were used extensively for quality education. As we have adopted new and innovative methodologies in Higher education.

Previously the feedback system was easy because the education system was small and self-regulated, with the rapid growth of higher education, assessment and accreditation have become necessary and NAAC was established in 1994 to look into quality education. Stakeholders' feedback is mandatory in the NAAC Assessment framework, but HEIs should not obtain feedback only for NAAC purposes, perhaps it should be obtained for self-assessment.

This paper aims at understanding the need forstakeholder feedback in higher education, procedures in the collection of feedback, and evaluation of collected feedback in higher education institutions. The Process will help in the Sustenance and enhancement of quality education.

Keywords: Feedback, Higher education. Quality, Stakeholders.

1.1 Introduction:

 Education has become the primary and main focus of any country as it produces skilled and talented manpower for the country. Employability and increase in GDP mainly depend on the quality output from higher education. As per the AISHE report 2018-19 there are 900+ universities and 39000 colleges are working throughout India in Higher education. Out of which 350+ Universities are privately managed, and 390+ universities are operating in the rural area. Gross Enrolment Ratio (GER) in Higher education in India is 26.3%, which is calculated for the 18-23 years of age group. The GER for the male population is 26.3% and for females, it is 26.4%. For Scheduled Castes, it is 23% and for Scheduled Tribes, it is 17.2% as compared to the national GER of 26.3%. These Higher education institutions are responsible for the dissemination of quality education for upcoming graduates with a motto preparing the demographic dividend for the country.

Quality education is a result of the collective efforts of all the stakeholders of the educational institutions. Quality education is a continuous process where it involves all the stakeholders in the process for the betterment and progress over the period. In the process HEIs start implementing the quality initiatives, at the same time should also focus on sustenance and enhancement of the same, over the period.

1.2 Need for Study: in the research, it is found that most of the colleges collect feedback using the paper formats from stakeholders. Few of the colleges may not collect feedback from all the stakeholders as per the NAAC requirements. It is also found that Collected feedback is not properly evaluated at the college level due to various reasons. It is also observed that even after analysis of collected feedback and action was prepared but not uploaded on HEIs website as it is not regularly maintained and updated. This paper mainly focuses on Procedures that need to be followed in the collection of stakeholders' feedback and evaluation of the same at the right time in the right manner.

1.3 Importance of the Study: This paper mainly focuses on answering the WH questions, which arise in the process of Stakeholders Feedback system in the higher education system for the quality initiative and enhancement.

1.4. Research Questions

1. What is stakeholders' feedback in higher education?
2. Who are all the stakeholders in higher education?
3. Why Stakeholders feedback?

1.5. Objectives of the paper

1. To understand the Stakeholders feedback system in higher education
2. To understand the requirements/expectations of NAAC in Stakeholders feedback system
3. To bring out the procedures to be followed in the Stakeholders feedback system

1.6. Feedback in QlF; Criterion I

NAAC was established in the year 1994 with the headquarters in Bengaluru with the aim of Assessment and Accreditation of higher education institutions in India. In the process of A & A, NAAC has seven criteria for which HEIs need to submit the required information/write-up in expected templates or a required format. NAAC has developed different manuals for Universities, Autonomous colleges, UG/PG Colleges, and other HEIs. These seven criteria are namely 1.Curricular Aspects, 2.Teaching & Learning, Evaluation, 3.Research, Consultancy, and Extensions, 4.Infrastructure and Learning Resources, 5.Student Support and Progression, 6.Governance, Leadership, and Management, 7.Institutional Values & Best Practices.

Criterion I: Curricular Aspects has four Key Indicators and KI 1.4 talks about Stakeholders feedback system with two metrics namely 1.4.1: Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders *1*) Students 2)Teachers 3)Employers 4)Alumni and 1.4.2: Feedback process of the Institution may be classified as follows: Options: A. Feedback collected, analyzed and action taken and feedback available on website B. Feedback collected, analyzed and action has been taken C. Feedback collected and analyzed D. Feedback collected E. Feedback not collected.

1.7. Stakeholders Feedback System in the Higher Education System

Feedback refers to the process of collecting the opinions/reactions from customers/ beneficiaries about the services availed to know their expectations and fulfillment. Stakeholders are persons, who are connected to HEIs directly or indirectly in day-to-day affairs. Stakeholders can be Students, teachers, parents, alumni, employer, so on

In higher education, stakeholders play an important role as every activity of HEIs needs to be evaluated by the users and beneficiaries for the effective implementation of quality practices and also for the sustenance and enhancement. Taking feedback from stakeholders is very important to evaluate the implemented quality initiatives and also for sustenance and enhancement in the future.

1.7.1: Stakeholders and Feedback

Stakeholders are people who are connected to HEIs in educational activities.

Sl. No	Stakeholder	Feedback
01	Students	Students are the main pillar of the education system as the entire process is concentrating on them. In this regard, feedback must be collected from students to understand their requirements from HEI concerning curriculum, teachers, infrastructure facilities
02	Teachers	After the students, it is the faculty fraternity that is responsible for the effective delivery of curriculum in the best way to the students using the innovative pedagogy tools. Feedback from teachers is mandatory to understand their expectations from curriculum, college and the same must be addressed on a priority basis
03	Alumni	Alumni are the graduates from the college, who are working in the different sectors like government and private bodies. Their feedback helps understand the demand and supply gap in theory and practical aspects in their studies and working place.
04	Employer	An employer is a person or company who recruits graduates from colleges as per their requirements. Feedback from employers plays a vital role in understanding the expectations of the corporate firms from the education system.

1.7.2 Challenges Faced by HEIs in Stakeholders Feedback System

With the rapid growth of education patterns and technologies, Most of the HEIs face challenges concerning stakeholders' feedback systems.

- **Mandatory v/s Voluntary:** one of the major challenges is should be mandatory or voluntary from the concerned stakeholders. When it is not mandatory, the majority of the stakeholders.

- **Online v/s Offline:** another challenges in recent time is collecting feedback using online platforms available or in the traditional paper format

- **Curriculum v/s Infrastructure:** the next major challenge in the feedback system is**,** Feedback to be taken on curriculum/infrastructure or both.

- **Semester v/s Annual:** this challenge is about when to collect the feedback? Is it semester-wise or academic year-wise?

- **Whole v/s Selective:** Feedback should be collected from all the stakeholders or based on selected stakeholders. It is also a challenge where all internal and external stakeholders are included in the process.

1.8: Impact of Stakeholders Feedback:

Stakeholders' feedback system plays a vital role in implementing policies and various measures at the HEI level for the quality initiatives and enhancement.

- **Great Inputs for the Restructuring of curriculum:** An effective feedback system will assist colleges/universities in the process of restructuring curriculum as the need of corporate and students.

- **Critical thinking**: Stakeholder feedback systems lead to critical thinking processes among the administration and management concerning the changes that need to be done and areas for improvement.

- **Better policy Making:** With the proper evaluation of collected feedback will lead to better policymaking which is concentrating on students, learning, and quality initiatives

- **Introduction of Innovation:** It is also observed that a good feedback system will help to innovate in education in terms of the Student management system, Curriculum, Examination, Library, and physical facilities**.**

1.9: Model for a Stakeholders feedback system

IQAC and Departments

Identification of Stakeholders
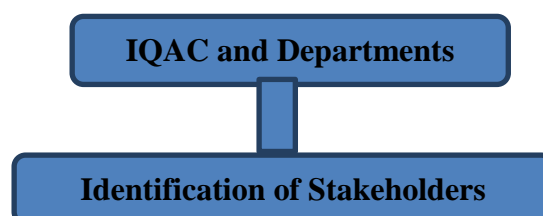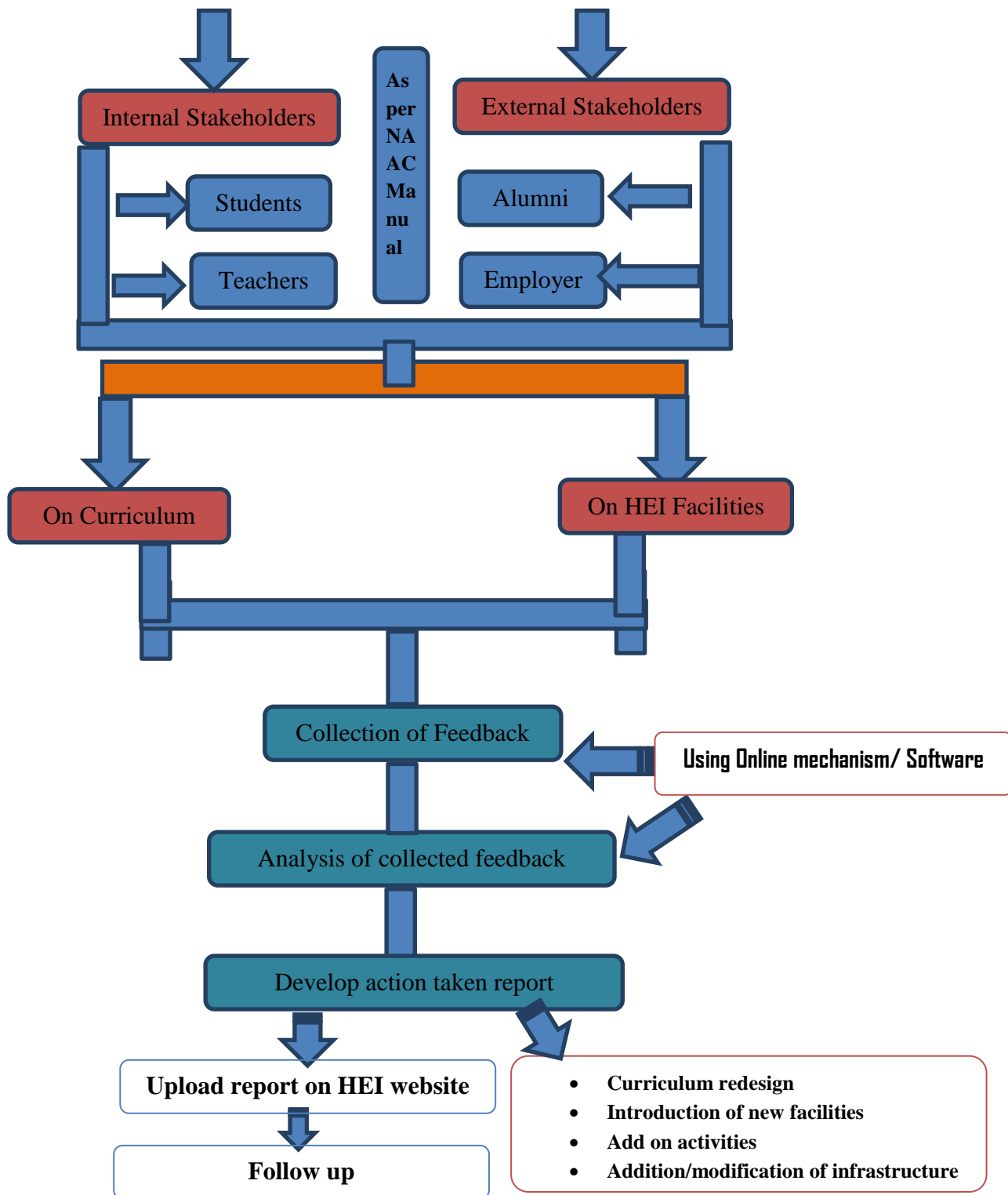
1.10: Conclusion

During the research work, it is being observed that Stakeholders' feedback is much necessary for the development of the institution not for the sake of NAAC requirement. An effective feedback system helps in building a model for quality education.

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CURRICULUM AND FEEDBACK SYSTEM IN THE REVISED NAAC GUIDELINES

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Introduction:

The Affiliating/Constituent Colleges have rather insignificant role in curriculum designing and development. They adopt the curriculum overview provided by the respective universities. Each college operationalize the curriculum within the overall frame work provided, in one's own way depending on its resource potential, institutional goals and concern and so on. That is, each college visualizes the way the curriculum has to be carried out – activities, who, how, when etc. This process makes each institution unique and reflects on the concern of the college for quality in the form of values emphasized, sensitivities focused on,

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.

Scope of the Study:

The study is related with the criteria I curricular aspect of affiliated PG Colleges. The Executive Committee of NAAC has decided that with effect from 16th September 2016 regular submission of the AQAR is mandatory for the second and subsequent cycles of accreditation.

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

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

Objectives of the Study:

The objectives of the study are-

i.   To cover all the aspects of curricular activities

ii.   Presentation of information.

iii.   Drafting of feedback to collect date from stakeholders

iv.   Analysis and action taking on feedback

Sources of Data:

Primary data: The primary data is mainly collected from stakeholders in the form of feedback

Secondary Data: The secondary data used in the study is mainly related with guidelines issued by the NAAC from time to time, data from the institution, publications

The total marks for the curricular aspects are 100. The curricular aspects contains four key indicators and eleven matrices of which three are 'Qualitative Matrix' and eight are 'Quantitative Matrix.

1. Curricular Aspects

1.1 Curriculum Planning and Implementation [20]:

The Affiliating/Constituent College has rather insignificant role in curriculum designing and development as this is done at university level. The college adopts the curriculum prescribed by the university. The college further operationalizes the curriculum prescribed based on its resource potential, institutional goals and concern and so on.

1.1.1 Effective Curriculum Delivery [QlM 10]:

Curriculum delivery is one of the important aspects at the college.The IQAC prepares academic calendar for the academic year by taking university calendar of events into consideration. Then each department prepares its own calendar of events. Next, the HOD's of each department hold meeting of their respective department to discuss and assign the workload or syllabus among the lecturers. A committee consisting of Head of the Departments of all departments will be made and the time table will be prepared by the committee. Based on the time table prepared faculties will prepare the teaching plan for theory and practical's. Each teacher will be provided with academic diary to log the day to day activities. The academic diary is constantly monitored by the concerned Head of the Departments and by the Principal of the college. Seminars,

conferences and workshops are organized by the college at regular intervals for up-graduation of subject-related knowledge. The college also regularly deputes its staff and students to other colleges for similar events. The college provides special attention to advanced and slow learners so that they are provided with the knowledge effectively which brings out the best in them.

1.1.2 The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation [OlM 5]

The examination committee of the college prepares the calendar of examination including the Continuous Internal Evaluation. The college conducts Continuous Internal Examinations during eighth and twelfth week of each semester as per the direction of Rani Chennamma University. The answer sheets are assessed and returned to the students and are returned to the respective students. Students can further discuss with the concerned faculties in case of any discrepancy. The marks are finalized after the discussion and the same are displayed on the notice board, which makes the process more transparent. The similar approach is done for any other examinations held and at the end of semester the semester marks are uploaded to the University website. Internal practical tests are conducted for the science stream.

1.1.3 Teachers of the institution participate in the activities related to Curriculum Development and Assessment of University and / are represented on the following academic bodies during the last five years: [QnM 5]:

The teachers of our college actively participate in the **** setting of question papers for under graduates or post graduate programmers. The teachers also take part in the design and developments of the curriculum for add on, certificate and diploma courses. The participation in the affiliated university is only considered.

1.2 Academic Flexibility [30]:

Academic flexibilities refer to the freedom in use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by the transactions.

Supplementary enrichment programmes introduced as an initiative of the college, credit system and choice offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key indicator.

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS) / Elective Course System has been implemented [QnM 10]:

Programme Code	Programme Name	Year of Introduction	Status of implementation of CBCS / elective course system (Yes/No)	Year of implementation of CBCS / elective course system	Link to the relevant document

1.2.2 Number of Add on / Certificate Programmes Offered during the last five years [QnM 10]

Last five year's data of name of the Add on / Certificate programmes with 30 or more contact hours, number of times offered during the same year and total number of students completing the course in the year are utilized for this category.

Documents that needed are details of each program such as name of the program, duration, list of students enrolled, curriculum, and assessment procedures year-wise and summary report of each program year-wise along with the outcome. Higher educational institutes specifically need add on/Certificate programs of minimum 30 hours duration to be considered. Programs conducted under regular university curriculum and considering certificate / add on programmes of less than 30 hrs are to be avoided.

Year	No of Certificate Course	No of Times in Year	No of Students	Total Students	%

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programmes as against the total number of students during the last five years. [QnM 10]

The document needed are year-wise list of the students enrolled in the Program as defined in 1.2.2 and total number of students across all the programmes. Forhigher educational institutes specifically, the DVV may seek for certificates of random selected students in selected courses and the attendance document maintained for the course.

1.3 **Key Indicator- 1.3 Curriculum Enrichment (30):**

The main purpose of curriculum is holistic development of students. The higher education institute is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study.

Contribute to sensitizing students through gender sensitization, environmental awareness, professional ethics, and development of creative and divergent competencies.

1.3.1 Institution integrates Crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. [Ql M 10]

- Gender Sensitization: Women Empowerment Cell Equal Opportunities Cell – Gender Sensitization,

- Environment: Environmental Awareness, Water Conservation, Solid Waste Management, Solar Light, LED Bulbs, Green Audit etc.

- Human Values: National Integrity, Patriotism, Equality, Peace, Brotherhood, etc.

- Professional Ethics: Personal and corporate standards of behavior expected by professionals – Honesty, Integrity, Transparency, Accountability, Loyalty, Respect to Law etc.

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years [QnM 10]

Criterion I Curricular Aspects (100)						
Key Indicator - 1.3 Curriculum Enrichment (30)						
1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years (10)						
Program name	**Program code**	**Name of the Course that include experiential learning through project work/field work/internship**	**Course code**	**Year of offering**	**Name of the student studied course on experiential learning through project work/field work/internship**	**Link to the relevant document**

Using the formula above, average percentage of courses that include experiential learning through project work/field work/internship during last five years is found to be 2.756%.

Documents that needed are document showing the experimental learning through project work/field work/internship as prescribed by the affiliating university / affiliating university curriculum. Higher educational institutes specifically need to produce only the courses having project work/field work/ internship as per the affiliating university curriculum. The courses that support experimental learning through project work/field work /internship not prescribed by the affiliating university are not to be included.

The data required are name of the course, details of experimental learning through project /field work / internship and name of the programme.

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) [QnM 10]

Data required is number of students undertaking project work/field work / internships.

Document required are List of students undertaking the field projects / internship program-wise in the last completed academic year along with the details of title, place of work etc., Internship completion certificate / project work completion certificate from the organization where internship / project was completed along with the duration and Report of the field visit / sample photographs of the field visit / permission letter from the competent authority.

Higher educational institutes specifically need to only consider latest completed academic year data. One student involved in multiple field works and/or project work and/or internship should be counted as one. Internship completion certificate / project work completion certificate given to the students by the host organization will be asked during DVV process with specific student listIn case of field visit, mentioning of objectives and outcomes of field visit along with field visit report is necessary.Data given here should match with the metric 1.3.2 for the latest completed academic year.

It is to be noted that mere list of students cannot be considered without relevant supporting documents.

1.4. Feedback System

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs.

A HEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also analysing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

The feedback on curriculum from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs is to be taken.

A Higher educational institute should have a feedback system in place that will not only collect feedback from all stakeholders, but also analyze it and identify and draw pertinent pointers to enhance the learning effectiveness.

1.4.1. Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders [Qn M 10]

Students   Teachers   Employers   Alumni

The data required is the report of analysis of feedback received from different stakeholder's year wise. The document needed is Sample Filled in feedback forms from the stakeholders to be provided.

For higher educational institute only the feedback concerned with curriculum development, filled –in feedback report will be considered. Provide three filled forms from each category in case of selecting A, B, C or D. The DVV partner may ask for filled in forms of randomly selected stakeholders.

Feedback not related to design and review of syllabus should not be considered.

1.4.2. Feedback process of the Institution may be classified as follows: [QnM 10]

Options:

A. Feedback collected, analyzed and action taken and feedback available on website

B. Feedback collected, analyzed and action has been taken

C. Feedback collected and analyzed

D. Feedback collected

E. Feedback not collected

STUDENT FEEDBACK ON CURRICULUM

Programme: _____

Semester: _____

Course: _____

Student Name: _____

Please rate the curriculum of the courses you have learnt with the following parameters using the tick mark:

Sl. No	Parameters	Excellent	Very Good	Good	Satisfactory
1.	Course content				
2.	Adequacy of course content				
3.	Scope for use of innovative teaching methods				
4.	Learning value				
5.	Availability of reading Material				
6.	Over-all rating				

Date: Signature

TEACHER FEEDBACK ON CURRICULUM

Brief   Teacher Information:

1. Full Name   :_____

2. Designation   : _____

3. Name of Department   : _____

4. E-Mail I.D.   : _____

5. Mobile No.   : _____

Please rate the courses taught during and using the 4-point scale parameters:

Very Good 4	**Good 3**	**Satisfactory 2**	**Unsatisfactory 1**

Sl. No.	Parameter	Sem (B.A./B.Com./ B Sc)						M.A./M Com/M.Sc.			
		1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	5th Sem.	6th Sem.	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.
01	Syllabus is suitable to the Course										
02	Syllabus is need based:										
03	Aims and Objectives of the syllabi are well defined and clear:										
04	Course content has corresponding reference materials										
05	Sufficient number of prescribed books and reference materials are available in the Library:										
06	The syllabus has good balance between theory and application:										
07	The curriculum has prospects for higher education/employability:										
08	The syllabus generates interest in the subject area:										
09	Syllabus can be covered on time :										
10	The curriculum has scope for internship/training/ research:										

Date: Signature

ALUMNI FEEDBACK ON CURRICULUM

Brief Alumni Information:

1. **Full Name**   :_____
2. **Programme / Course Studied**   : _____
3. **Name of Department**   : _____
4. **Period of Study (eg. 2010-2015)**   : _____
5. **E-Mail I.D.**   : _____
6. **Mobile No.**   : _____
7. **Address for Correspondence**   : _____
   _____

Please rate the courses taught during your tenure in the college on the following using the 4-point scale as shown on the following parameters:

Excellent 4	Very Good 3	Good 2	Satisfactory 1

Sl. No.	Parameter	Sem (B.A./B.Com./ B Sc)						M.A./M Com/M.Sc.			
		1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	5th Sem.	6th Sem.	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.
01	Course content										
02	Availability of reading material (Library /Internet/Others)										
03	Use of Innovative teaching methods (Group discussion, field exercises, role play & others)										
04	Learning value (in terms of knowledge, concepts, manual skills, analytical abilities, and in broadening one's perspective)										
05	Overall Rating										

Signature: _____

Employer's Feedback

Respected Sir,

Manygraduatesfromourcollegearealreadyworkinginyourcompany/institution/organization. We are very much thankful to you for providing them employment inyourprestigious organization/ company / institution. It is our earnest request to spare some ofyour valuable time to fill up this feedback form about an employee which will help us toimproveour institution further and give you better employees infuture.

Name of the Employer: _____

Name of theEmployee: _____

Course completed inKLEGIB: _____

Employer Phone no.: _____

Employer email. _____

Name of the company/Institution/Organization: _____

Year of joining of Employee in your institution: _____

Please put tick mark√that best describes your level of satisfaction at each
parameters:1:Poor,2:Good,3:VeryGood,4:Excellent

Parameters aboutGIBstudent	1	2	3	4
1.Generalcommunicationskillsandcreativity				
2.Developingpracticalsolutionstoworkplaceproblems				
3.Their planningandorganization				
4.Punctuality inattendingwork				
5.Usingtechnologyandworkplace equipment				
6.Contributiontothe goalof theorganization				
7.Abilitytomanagesituations				
8.Relationshipwithseniors/peer/juniors				
9.Abilitytotake upextraresponsibility				
10.Involvementin socialactivities				
*How doyourateyouroverall satisfactionwithGIBstudents andthe curriculum?				

Signature(withseal)

1. The feedback of various stakeholders is taken.

2. The feedback is then analyzed by asserting appropriate weights to each parameter.

3. The concerned official then reviews and takes the decision on the analyses report.

4. The official then act as per the decision to improve the curriculum/teaching.

5. The decision and change report is documented and preserved for future need or reference.

   Ref:

   Manual for Self Study Report Affiliated/Constituent UG & PG Colleges

Criterion II: - Teaching Learning and Evaluation

Introduction

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

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

2.1 Student Enrolment and Profile

2.2 Catering to Student Diversity

2.3 Teaching-Learning Process

2.4 Teacher Profile and Quality

2.5 Evaluation Process and Reforms

2.6 Student Performance and Learning Outcomes

2.7 Student Satisfaction Survey

2.1 Student Enrolment and Profile

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

2.2 Catering to Student Diversity

The HEIs are expected to satisfy the needs of the students from diverse backgrounds including backward community as well as from different locales. They would make special efforts to bring in students from special categories, reach out to their special learning needs

by initial assessment of their learning levels, in addition to understand possible variations over years and how and what is done to deal with such students. While in uni-gender institutions explicit efforts are to be made to sensitise students about the other gender; and the like.

2.3 Teaching-Learning Process

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

2.4 Teacher Profile and Quality

"Teacher quality" is a composite term to indicate the quality of teachers in terms of their qualification, teacher characteristics, adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities. Teachers take initiative to learn and keep abreast with the latest developments, to innovate, continuously seek improvement in their work and strive for individual and institutional excellence.

2.5 Evaluation Process and Reforms

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

These specifications are stated as PSOs and COs. The quality of assessment process in a HEI depends on how well the examination system actually tests the PSOs and COs, quality of questions, extent of transparency in the system, extent of development inducing feedback system, regularity in the conduct of examinations and declaration of results as well as the regulatory mechanisms for prompt action on possible errors.

2.6 Student Performance and Learning Outcomes

The real test of the extent to which teaching learning has been effective in a HEI is reflected in the student performance in the examinations. Student performance is seen as the realization of learning outcomes which are specifications of what a student should be capable of doing on successful completion of a course and/or a programme.

2.7 Student Satisfaction Survey

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

TEACHING - LEARNING PROCESS IN HEI's

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Abstract:

Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes. Learning is process of assimilating information with resultant change in behavior. Teaching learning process is

planned interaction that promotes behavioral change that is not a result of maturation and confidence. Teaching-learning should be student centric. Although it is true that diversity of learners in respect of their background, abilities and other personal attributes will influence the pace and extent of learning, learner-centered education calls for appropriate methodologies that can be used by teachers to provide a variety of learning experiences, including participatory learning, experiential learning and problem solving methodologies. In this paper, we have discussed various strategies followed like planning and implementing the teaching- learning - evaluation schedules, support structures and systems available from teachers to develop skills like participatory learning, group learning and independent learning among the students to make learning more student-centric. The technologies and facilities available and used by the faculty for effective teaching and the impact of such innovative practices on student learning are also discussed.

1. Introduction

Higher education in India particularly is institutionalized, characterized by higher concentration of importance and leadership for teachers and lesser degree of autonomy for the students who are recipients of the knowledge. Although it is true that diversity of learners in respect of their background, abilities and other personal attributes will influence the pace and extent of learning, learner- centered education calls for appropriate methodologies that can be used by teachers to provide a variety of learning experiences, including individual and collaborative learning. This discussion pertains to K.L.E Society's G. I Bagewadi Arts, Science and Commerce College, Nipani, and the educational model it has developed to impart quality higher education for undergraduate and post graduate students [1-2].

By translating the vision of imparting quality education and expanding opportunities to all the aspirants across all realms of knowledge into its mission, the institute envisages to become a centre of excellence to serve as change agent in the society by generating a pool of human resources. Psycho-social support and guidance services provided to students, innovative teaching approaches/methods adopted by the faculty are also discussed.

2. Planning and Organizing the Teaching, Learning and Evaluation Schedules:

Teaching, learning and evaluation schedules are routinely prepared and implemented to facilitate teaching learning process through:

Academic Calendar: This is prepared at the beginning of every academic year by the Vice-Principal in consultation with the Head of the Institution and IQAC coordinator. The

calendar reflects major events, programs, internal tests and activities to be taken up in a given time frame.

Teaching Plan: The institution has practice of preparing the teaching plan on the very day of commencement of the semester classes. The special features of the teaching plan are the following:

- ✓ The teaching plan is prepared according to the prescribed syllabus.
- ✓ It is prepared unit wise so as to follow the specific number of working hours to be thought.
- ✓ The instructor who handles each subject is specified in the teaching plan.
- ✓ Probable week of internal tests are mentioned in the teaching plan.

In accordance with transparency in academic processes, the teaching plan for all the courses are appearing in the website for reference by interested parents/persons.

College Prospectus:

- ✓ The list of elective subjects is separately provided in each course,
- ✓ Detailed information on Choice based Credit system and scheme of examination of the University.
- ✓ The Rules and Regulations to be followed in the college such as timings, discipline, attendance, conduct & behavior etc. are mentioned.
- ✓ Rules regarding use of library facility, registering for the exams, Internal assessments, valuation of answer scripts, practical exams, project works, pass marks in each course, improvement in exams, carryover, calculation of results are given.
- ✓ A list of teaching faculty with their qualification is given department wise.

Evaluation Process:

Evaluation of students in GIB has done by

- Conducting internal tests
- In-house seminars
- Group discussions
- Extra-curricular and co curricular activities

Evaluation of Teachers in GIB

Student feedback on teacher is collected on following parameters :

- Competency in the subject concerned

- Preparation for the Classes
- Regularity in conducting classes
- Time -consciousness
- Syllabus completion in time
- Presentation skill (Voice, Language, Clarity)
- Methodology in Teaching
- Interaction with the students
- Accessibility to the students outside the class
- ICT tools used
- Besides, student feedback Parent's and alumni feedback is obtained on various communications from college

3. Support Structures by Teachers:

The various support structures and systems available by teachers to develop skills like interactive learning, group learning and independent learning among the students make learning more student-centric.

- Assignments are obligatory for students in all subjects.
- Lecturing is the primary method of teaching and LCD is fitted in all classrooms and used for teaching.

The institution provides interactive learning among the students. This is often assisted by invited resource persons. Also talks and discourses are organized. Company managers/resource Persons are invited to give guest lectures and share experience.

Project based learning is a part of all the professional courses offered by the college. The project duration varies for different courses and most of the project reports are placed before the University for valuation and grading.

Computer assisted learning like simulations, experiential learning and seminars are frequently arranged to facilitate teaching-learning process.

Video lectures of eminent persons are shown to cultivate high standards.

Faculty:

To enhance the knowledge and skills of the faculty members, the Institute encourages faculty to participate and organizes FDPs, Workshops and training programmes on teaching pedagogy, general management and subject related topics. The Institute encourages and deputes the faculty members to seminars, conferences, workshops, FDPs

and other developmental programmes organized by other Institutes and university to get exposure.

4. Details of Academic, Personal, and Psycho-Social Support:

Detail on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advice) provided to students are:

Academic Support:

- ✓ Academic Support through Study Materials benefits all the students undergoing various courses in the college.
- ✓ Academic Support through Mentoring is provided to weak students in respective subjects by the concerned   faculty and are cord of the   progress is maintained for continuous monitoring.
- ✓ Academic Advice through Course Co-coordinators every week helps to unwind student pressure from curriculum demands.
- ✓ Academic Advice by Principal visiting the class at least once in every month helps to motivate students towards studies and helps to maintain discipline in the college.

Personal Support:

- ✓ Individual Monitoring focus on erratic behavior in the classroom or college premises mentors
- ✓ Health guidance is provided by college medical Officer
- ✓ Financial support through Bank Loan is arranged(PG students)
- ✓ Job opportunities are intimated and assisted to seek Placement
- ✓ Attendance shortage and continued absence is intimated periodically to home/parents through SMS.

Psycho-Social Support:

- ✓ Psycho-social support is provided to the students through Counseling.

5. Details of Innovative Teaching Approaches/Methods Adopted:

The various teaching –learning methods adopted in our Institute are:

Project Based Teaching: Faculty members give short projects to group of students in different courses. On the completion of the projects, the team has to present the same.

Lab Based Teaching: The Institute also has three computer labs with internet facility. The students are taken to the lab by the faculty members to provide them information about subjects.

Experiential Learning: To improve the understanding of the subject case studies are framed jointly by faculty and students recalling their experience during visits and observations. This includes managerial styles, superior and subordinate relationship, interpersonal communication, problem solving etc. For this purpose the students are sent on short-term assignments to the industry to have practical experience on working of industry.

Video Case Study: Faculties assigned students with special projects like making video case studies on specific topics.

Activity Based Learning: Students are involved in various activities like preparing charts, models, etc. related to the topics from the subject.

Technology Based Learning: The internet, LCD, PPT, different application software etc. enables technology based learning.

Learning from Nature & Environment: Rural camp conducted for the students of social work and National Service Scheme are meant to learn from nature and environment.

Community Based Learning: Various activities conducted in the communities through NSS. students and the activities conducted by the College NGO by name SIRRA provides community based learning.

Field Work Based Learning: MSW course require specific number of field work practicum as part of the curriculum. This is meant to sensitize the social work students to social issues.

Analytical Learning: Quantitative techniques of analysis are used in learning mostly by B.Sc. Mathematics students.

Team Based Learning: The sum of individual performance is always less than team's performance and hence group learning is arranged.

6. Usage of Library Resources to Augment the Teaching-Learning Process:

The library is stocked with subject related books, general management books, personality development books, books on competitive examinations, encyclopedias, National and International Journals, Magazines, newspapers both English and local language, CD and research reports. The institution also has digital library with access to journals through online data base like Delnet, EBSCO and JGATE. These resources are used in the following ways:

Library Information Through College Website: The library provides old question papers as well as study materials of concerned subjects through college website so that students and faculty members can access them from their home whenever required. Students and faculty members can also find availability of textbooks and project reports subject wise by sitting in home through subject wise textbook list available in the college website.

Book Exhibition: Library organizes book exhibitions of various publishers for limited duration round the year where students and faculty can suggest new books to be procured and added to the collection of books in the library.

7. Challenges to Complete the Curriculum Within the Planned Time:

Major challenges in completing the curriculum within the planned time frame has been very unusual. However, the following precautions are taken for any deviations from the time frame:

Technology Based Learning: Through promoting the use of LCD projectors in classrooms lot of time could be saved than otherwise.

Teaching Plan: This is a tool for dividing the entire syllabus in to practical classroom sessions which could anticipate the required number of classes beforehand so as to prepare students for the examination.

Study Materials: The lucidity of narration in the study material makes learning comfortable and easy for the students and to cope with time constraints.

Additional Classes: In case required, additional classes are also conducted to compensate any loss of time.

Expertise of the Faculty: The faculty are competent and experienced enough to handle such situations to complete the syllabus in time.

8. The Institutional Effort to Monitor and Evaluate the Quality of Teaching- learning:

Regular Conduct of Internal Examinations:

Internal examinations are conducted for all the courses at regular intervals as planned in the academic calendar which is prepared by the HOD in consultation with the academic faculty at the beginning of the calendar year/semester.

Result Analysis: The results of the University examinations are analyzed through segregating percentage of students in terms of achievements as reflected in their marks scored in each examination. The faculty who has been engaging classes for the concerned subjects will be responsible for the poor performance of the students.

Feedback from Students: The College collects feedback from students in a proper format at the end of every semester and is reviewed by the principal. This feedback is also conveyed to the concerned faculty for rectification and improvement.

Class Visits of Head of the Department and Principal: A direct and first hand appraisal of the classes is obtained by the HOD/Principal periodically while the classes are in progress.

IQAC: IQAC closely monitors and evaluate the quality of teaching- learning processes in the college.

9. Conclusion:

Teaching-learning process in higher education institution integrates planning and organizing schedules, put in place support system and structures, usage of technologies and facilities, provision of growth opportunities, devising innovative teaching approaches, personal and psycho-social support, and augmentation of resources. The support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students are intended to make learning more students centric. The use of technology makes learning effective. The case of Srinivas Institute of management Studies is a glaring instance of appropriate use of these elements. Monitoring the benefit is manifold. Most significant in assessing the efficacy of improved teaching – learning process is the output analysis, although process analysis, feedback analysis and quality review analysis are to be taken in combination.

10. References:

1. Manual for self-study report of affiliated colleges. National Assessment and Accreditation Council. Feb. 2020.
2. Hill, Y., Lomas, L., Mac Gregor, J., Students perceptions of quality in higher education. Quality Assurance in Education, Vol. 11, No. 1, pp. 15-20, 2003.
3. Srinivas Rao A., Suresh Kumar P. M., & Aithal P. S., Strategic Planning in Higher Education Institutions : A Case Study of SIMS - VISION 2025, International Journal of Educational Science and Research; Vol.5 Issue 2, pp. 29-42, April 30, 2015.

Criterion: III Research Innovation and Extension

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Introduction

This Criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, innovations and extension. It deals with the facilities provided and efforts made by the institution to promote a 'research culture'. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this Criterion.

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

3.1 *Promotion of Research and Facilities

3.2 Resource Mobilization for Research

3.3 Innovation Ecosystem

3.4 Research Publications and Awards

3.5 *Consultancy

3.6 Extension Activities

3.7 Collaboration

*Not Applicable to Affiliated Colleges

3.1 Promotion of Research and Facilities

The promotion of research is a significant responsibility of the HEIs particularly for Universities without which a 'research culture' on campus cannot be realised. The HEIs have to be actively engaged in this through evolving appropriate policies and practices, making adequate resources available, encouraging active research involvement of teachers and scholars in research as well as recognizing any achievement of teachers through research. It also includes responsiveness and administrative supportiveness (procedural flexibility) in the

institution in utilizing the supports and resources available at the Government agencies and/or other agencies. Required infrastructure in terms of space and equipment and support facilities are made available on the campus for undertaking research. The institution collaborates with other agencies, institutions, research bodies for sharing research facilities and undertaking collaborative research.

3.2 Resource Mobilisation for Research

The institution provides support in terms of financial, academic and human resources required and timely administrative decisions to enable faculty to submit project proposals and approach funding agencies for mobilizing resources for research. The institutional support to its faculty for submitting research projects and securing external funding through flexibility in administrative processes and infrastructure and academic support are crucial for any institution to excel in research. The faculties are empowered to take up research activities utilizing the existing facilities. The institution encourages its staff to engage in interdisciplinary and interdepartmental research activities and resource sharing.

3.3 Innovation Ecosystem

The Institution has created an ecosystem for innovation including incubation centre and other initiatives for creation and transfer of knowledge. The institution conducts workshop/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. Awards for innovation won by institution/teachers/research scholars/students, start-ups incubated on-campus are explicitly commended by the institution.

3.4 Research Publications and Awards

Exploration and reflection are crucial for any teacher to be effective in one's job. Quality research outcome is beneficial for the discipline, society, industry, region and the nation. Sharing of knowledge especially theoretical and practical findings of research through various media enhances quality of teaching and learning. Research acumen in an institution is an evolving feature reflecting various research output with clear records such as - doctoral, post-doctoral, projects, inventions and discoveries, number of patents obtained and number of research publications.

3.5 Consultancy

Activity organized or managed by the faculty for an external agency for which the expertise and the specific knowledge base of the faculty becomes the major input. The finances generated through consultancy are fairly utilized by the institution. The faculty taking up consultancy is properly rewarded. University is a resource pool with several persons engaged in research at various levels. Consultancy shows the credibility of the university's research acumen in the outside world. While the university personnel extend their expertise to other

agencies the university also generates some revenue along with the research faculty. For this it is necessary that the university has a formalized policy on consultancy with clear specification of revenue sharing between the teacher and the institution. This may not be a formalized aspect of a college.

3.6 Extension Activities

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

Extension also is the aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value, especially in rural India.

3.7 Collaboration

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

Enhancement of Quality in Higher Education Institution (HEI's) through Conducting Extension Activities

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Abstract

In the era of Globalization students required multiple skills like knowledge, managerial skills, soft skills; social learning and more importantly they have to understand the social issues through various participatory learning and experiential learning activities. In this regard, only classroom teaching that means teaching, reading, writing exams is not enough for getting all learning experience. Many educational institutions conduct the experiential learning programmes for the students by conducting so many activities outside the college campus. Now it is compulsory for NAAC assessment also. In NAAC Criterion 3, under the Key Indicator 3.3, which exclusively meant for the extension activities. Extension activities also as a part of education, emphasizes community services.

Extension activities are very important for colleges to enhance the knowledge of students, as well as sensitizing the students towards social issues. In this regard NAAC (Quality Assessment Agency for the entire nation) added one of the quality initiative parameters, that is extension activity.

The present study focuses on the various types of extension activity to be conducted by the colleges and assessment of Extension activities as derived by the NAAC manual. It not only provides for the quality enhancement by the HEI's and also educates the students in addressing the issues of neighborhood communities. The study will suggest some feasible activities, which can be conducted in colleges as Extension Activities.

Key Word: Extension Activities, HEI, Social Responsibility.

1.1 Introduction

In the era of Globalization students required multiple skills like knowledge, managerial skills, soft skills, social learning and more importantly they have to understand the social issues through various participatory learning and experiential learning activities. In this regard, only classroom teaching that means teaching, reading, writing exams is not enough for getting all learning experience. Many educational institutions conduct the experiential learning programmes for the students by conducting so many activities outside the college campus. Now it is compulsory for NAAC assessment also. In NAAC Criterion 3, under the Key Indicator 3.3, which exclusively meant for the extension activities. Extension activities also as a part of education, emphasizes community services.

Generally conducting the extension activities is a challenging task in the colleges due to the semester scheme. Extension activities mainly emphasize on community services and it should be conducted outside the college/Higher Education Institution premises, especially in neighborhood communities.

According to NAAC Manual 'Extension Activity' means, "The aspect of education, which emphasizes neighborhood services. These are often integrated with curricula as extended opportunities intended to help, serve, reflect and learn. The curriculum- extension interface has educational values, especially in rural areas". It clearly shows extension activities are to be conducted outside the campus specially to assist, serve the community services in the neighborhood.

1.2 Need of the Study

Extension activities are very important for colleges to enhance the knowledge of students, as well as sensitizing the students towards social issues. In this regard NAAC (Quality Assessment Agency for the entire nation) added one of the quality initiative parameters, that is extension activity.

The present study focuses on the various types of extension activity to be conducted by the colleges and assessment of Extension activities as derived by the NAAC manual. It not only provides for the quality enhancement by the HEI's and also educates the students in addressing the issues of neighborhood communities. The study will suggest some feasible activities, which can be conducted in colleges as Extension Activities.

1.3 Objective of the Study

· To study the aspects covered on Extension activities in NAAC SSR manual

· To understand the importance of Extension activities to be conducted in colleges

· To assess the of Extension activities conducted by the colleges as per the NAAC guidelines.

· To suggest the feasible activities which can be conducted by colleges as Extension Activities.

1.4 Extension Activities as per NAAC Manual under NAAC Criterion – 3

NAAC Criterion – 3 deals with Research, Innovations and Extension, which seeks information on the Research activities and Extension activities which can be conducted in colleges.

1. Both UG and PG colleges are having the same type of assessment for extension activities.

2. Total 04 metrics are related to Extension activities, out of that 03 metrics are Quantitative Metrics (QnM) and 01 metric is Qualitative Metric.

3. Total 60 weightage is allotted for Extension activities.

   a. 10 weightage is on Qualitative metrics, for that college has to prepare a write up on impact of extension activities in sensitizing students to social issues in 500 words.

   b. 50 weightage is allotted for Quantitative metrics, in this regard NAAC has provided templates. The colleges have to fill data(statistics) in that template. Colleges must maintain documents related to extension activities.

4. Metric wise details are provided in the NAAC manual is as following

   - *In UG manual 3.3.1 and 3.4.1*: Extension Activities are carried out in the neighborhood community, sensitizing students to social issue, for their holistic development and impact thereof during the last five years

   - *In UG manual 3.3.2 and 3.4.2*: Number if awards and recognitions received for extension activities from government /government recognized bodies during the last five years

   - *In UG manual 3.3.3 and 3.4.3*: No. of extension and outreach programs conducted by the institution by the institution through NSS/NCC/Redcross/YRC etc., (including the programmes such as Swachh Bharath, AIDS awareness, Gender issues etc

   - *In UG manual 3.3.4 and 3.4.4*: Average percentage of students participating in extension activities during the last years.

1.5 Importance of Extension Activities to be conducted in Colleges

Conducting Extension activities creates social responsibility among students and helps in developing sensitiveness towards social issues in the communities. Importance of extension activities are as following below –

- **Moral responsibility**: Conducting extension activities by the HEIs is one of the moral and social responsibilities of the HEIs. They have to conduct extension activities voluntarily.

- Main purpose of extension activities providing opportunities to students on *help, serve, reflect and learn*.

- **Sensitisation on Social issue**s: Sensitize students to the social issues and to the context /situation in nearby neighborhood community

- **Knowledge**: Extension activities will be generating knowledge which is useful for the learner as well as for the community.

- **Community Service:** Extension activities are also a part of education which focuses on Community services. So the participated students can improve their understanding level.
- **Best grade in NAAC A&A process:** If colleges conducted extension activities, they can get 60 weightages easily, and thus colleges can get good grades in NAAC assessment.

1.6 Activities which are Feasible to Colleges to Conduct as Extension Activities

As a part of Extension activities, colleges can conduct below activities which lead to mutual benefit to both the students as well as communities.

- Awareness programmes
- Role-plays
- Focus group discussions with some social issues
- Conduct competition to college nearby schools, youth groups, Self Help Groups etc,.
- Special camps, general health camps, dental camps, eye check-up camps, veterinary camps, etc,.
- Conduct research activities on various social issues ex: Small research project, survey, case studies, evaluation studies in collaboration with local bodies, participatory action research etc,
- Collaborate with activities conducted by various local bodies such as Rotary club, inner wheel club, Gram panchayath, local NGO's, etc.,
- Legal awareness programmes
- With the help of various government schemes colleges can collaborate and conduct extension activities such as Swatch Bharath Abhiyan, NRLM, MRHM etc
- And many other activities

1.7 Selected Areas (social issues) to be conducted in Colleges as Extension Activities

In collaboration with local agencies such as Gram Panchayat, Rotary club, Government Departments, NGO's, CSR activities colleges can organise some activities as a part of extension activity.These will help to serve the community along with sensitisation of students to social issues that may help to develop social responsibility in the students. We can identify various areas to conduct activities in nearby neighbourhood communities of the HEI's. In the present study, the researcher identified the following areas/social issues to conduct extension activities -

1. **Environmental Activities:**
   - Swatch Bharath Abhiyan activities

- Rainwater harvesting
- Sapling
- Water conservation activities
- Plastic eradication awareness
- Organic farming
- Sustainable development activities
- And any other

2. **Women and Child Development**
   - Hygiene practice awareness programmes
   - Desi games competitions for School children
   - Nutrition food awareness programmes
   - School dropout children monitoring and motivate them to go to school
   - Activities related to
   - Legal awareness programmes
   - Savings plan to women group (SHG's)
   - And any other

3. **Health Related Activities**
   - Conduct Health survey
   - Awareness on communicable disease
   - Hygiene Practices programme to Anaganwadi children, School children and SHG (Self Help Group)
   - Awareness on Reproductive health to SHG (Self Help Group) members and adolescent groups.
   - AIDS and other STD(Sexually Transmitted Diseases) awareness

4. Working with specially abled persons
5. Working with old age people
6. Disaster Management Support : trauma management, awareness on Government schemes

1.8 Challenges in Carrying out the Extension Activities

- Time constraint in conducting Extension Activities.
- Lack of support from local agencies to conduct EA in the neighborhood communities
- Students does not know the importance of Extension activity
- Students not exactly know the what in their social responsibility
- Failure to identify the social issues in the neighborhood

- Lack of funds

1.9. Conclusion

Social responsibility is an important factor for every Institution. Higher Education Institution (HEI) all the institutions must do some social responsibilities voluntarily, like Conducting extension activities creating social responsibility to students. In the Revised Accreditation Framework of NAAC, manual total 60 weightage allotted for extension activities. Based on the observed factors, researchers suggest some feasible extension activities which can be done by Higher Education Institution.

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Development of a Common Framework for Outcome Based Accreditation and Rankings

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Abstract

The outcome Based Accreditation and Assessment includes NAAC have been assisting the stakeholders in UG education for SWOC analysis. They also help them to meet the standards and Quality in Higher Education. The NAAC uses their own framework to measure the quality of the UG education for Accreditation and Ranking respectively. The criteria, key aspects and indicators of the three are different but overlapping. These differences in assessment are making the institutions to work for three different models throughout the academic year giving them less space to concentrate in the core academics. This paper brings out with ample clarity on a common framework, based on analysis of the key indicators, to meet the standards of NAAC. This paper also discusses the designs of Data capturing system for the proposed common framework.

Introduction

Education plays a vital role in the development of any nation. Indian higher education system is the third largest system in the world. India was the centre of quality education for many centuries for the rest of the world. Within seventy years of independence, India has

today catapulted back to providing the best quality of technical education and manpower to the rest of the world. This has largely been possible due to maintaining high standards of education in Institution in the country. There is a need for a central body to monitor and ensure a bare minimum level of quality standard in all these education Institutions. The accreditation system prevailing in various countries provides a measure of educational quality. The Accreditation process generally includes self-evaluation process, a site visit, examination of the evidence and recommendation on the basis of the given set of criteria concerning quality. There are three central bodies involved in accreditation and rankings of institutions; the National Accreditation Assessment Council (NAAC).

National Assessment And Accreditation Council (NAAC)

In its existence of over two decades, National Assessment and Accreditation Council (NAAC) has continuously strived to improve its methodology [3,5]. The recent revised framework is designed with the inputs from the stakeholder feedback in 2017.

Outcome-based education (OBE) means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to make sure this learning ultimately happens. Outcomes are clear learning results that we want students to demonstrate at the end of significant learning experiences. They are not values, beliefs, attitudes, or psychological states of mind. Instead, outcomes are what learners can actually do with what they know and have learned they are the tangible application of what has been learned.

A common framework is designed by using the indicators and sub heads of NAAC. The proposed common framework is framed into 6 criteria; Academics, Facilities, Faculty Contribution, Student Support, Governance and Continuous Improvement and Innovative Practices as shown in The NIRF-2018 frame work, NAAC framework for University Institution have been used for the proposed framework. The NIRF scores are normalized for 1000 using the weight values in order to compare it with the NAAC.

Conclusion

The NAAC frameworks are analyzed based on key indicators and a common framework for the three quality improvement exercise is evolved. This results in creation of a Common Data Capturing System (CDCS) which will capture the additional required data alone, during the assessment period. The proposed new framework eliminates the cumbersome work of the institutions to feed in the same data in multiple systems, thereby

giving more time for faculty to concentrate in academics and research. The CDCS can be designed with different weightages as required for NAAC and subsequently made dynamic as required. The CDCS will serve as a data repository for the institutions as well as the database for the stake holders. This proposed new system will be capable of delivering the comparative SWOC analysis for the institutions at the regional as well as national level.

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Collaborative Activities in HEI's

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Abstract:

The ability of organizations to support collaborative working environments is of increasing importance as they move towards more distributed ways of working. Despite the attention collaboration has received from a number of disparate fields, there is a lack of a unified understanding of the component factors of collaboration. We identified main categories of factors involved in collaboration: like collaborative activities for research, faculty exchange, student exchange, number of functional MoUs with institutions, other universities, industries, corporate houses etc during the last five years, these in a framework which forms a basis for the model. We discuss supporting evidence for the factors which emerged from our fieldwork with user partners, and use of the model in activities such as collaboration readiness profiling. In this research the importance team collaboration on its performance is investigated and decided how the administration and group pioneers can enhance the general profitability of the group through the coordinated effort among colleagues.

Introduction:

India has one of the largest and diverse education systems in the world. Privatization, widespread expansion, increased autonomy and introduction of Programmes in new and emerging areas have improved access to higher education. At the same time, it has also led to widespread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) spelt out strategic plans for the policies, advocated the establishment of an independent National accreditation agency. Consequently, the National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission (UGC) with its Head Quarter in Bengaluru. The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs). The NAAC functions through its General Council (GC) and Executive Committee (EC) comprising educational administrators, policy makers and senior academicians from a cross section of Indian higher education system. The Chairperson of the UGC is the President of the GC of the NAAC, the Chairperson of the EC is an eminent academician nominated by the President of GC

(NAAC). The Director is the academic and administrative head of NAAC and is the member-secretary of both the GC and the EC. In addition to the statutory bodies that steer its policies and core staff to support its activities NAAC is advised by the advisory and consultative committees constituted from time to time.

Consultancy Activity organized or managed by the faculty for an external agency for which the expertise and the specific knowledge base of the faculty becomes the major input. The finances generated through consultancy are fairly utilized by the institution. The faculty taking up consultancy is properly rewarded. University is a resource pool with several persons engaged in research at various levels. Consultancy shows the credibility of the university's research acumen in the outside world. While the university personnel extend their expertise to other agencies the university also generates some revenue along with the research faculty. For this it is necessary that the university has a formalized policy on consultancy with clear specification of revenue sharing between the teacher and the institution. This may not be a formalized aspect of a college.

The Modern Education System at higher levels demands exposure of students to outside classroom world for a better understanding and practical experience which enables them to develop the intellectual levels. Only classroom teaching is insufficient to the total development of the students personality. It is highly desirable to have exposure and interaction with external

Agencies for a practical knowledge. At higher levels of education, research plays a very important role not only for an individual's intellectual development but as one's own contribution to the society also. To create interest in practical training for a better output, the college established linkages and collaborations with various GO, NGO, Colleges, Industries, Universities etc. The Linkages also helps in providing academic exchange, sharing expertise, conducting Seminars, Conferences and Workshops.

NAAC facilitates seminars and workshops in addition to the many Peer Team Visits which take place every day in several institutions of the country. NAAC also partners with various State Governments and professional bodies to create an advocacy for assessment and accreditation. Assessors Interaction Meetings (AIM), IQAC Meetings and interaction with governmental agencies are an important part of NAAC's activities.

Collaborative learning is an evidence-based instructional strategy that deepens student learning by facilitating engaging classroom discussions among students. These cooperative activities are at the core of active learning, a pedagogical method whereby students perform

activities for the purpose of discovering, processing and applying information. While active learning increases performance for most students in STEM fields, underrepresented students show the largest positive effect. In addition, these teaching interventions completely close the performance gap between first generation college students and continuing generation students. Why, then, is active learning more effective for STEM students from disadvantaged backgrounds? The interactive and interdependent nature of active learning helps to increase the sense of community in the classroom, an effect that may be especially important to the success of at-risk student populations.

Conclusion:

NAAC plays important role in improving the quality of our institutions, phenomenal efforts have been taken in accreditation process which helps the institution to know its strengths, weaknesses, and opportunities through an informed review. There is need for the collaborative activities for having MoU with other institutions, Industries etc. From the collaborative activities student & faculty exchange programmes will be conducted so that teachers & students get more benefits from it.

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Extension Activity in HEI's

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ABSTRACT:

An extension task is further activity around the aims of a class but after it, often as homework. Extension tasks can provide more, or different, forms of practice. They can also make classroom learning more meaningful, as they give learners a chance to personalize language and content. The extension workers act as guide and educate them how to use new

knowledge, skills and attitudes in solving their problems. The extension education helps all classes of people men, women and youth to solve their present and future economic, social and cultural problems. Extension increases farm yields and improve the standard of living of farmers Extension makes good communities better and progressive. Extension contributes to national development programmes Scope of Extension Education in Agriculture:

Introduction:

An extension activity is an activity that extends the learning of the lesson. Extension activities can be done in small groups or by a single student. These extension activities are leveled to fit the student.

An extension task is further activity around the aims of a class but after it, often as homework. Extension tasks can provide more, or different, forms of practice. They can also make classroom learning more meaningful, as they give learners a chance to personalize language and content.

With the following strategies, teachers can tend to the complex needs of their high-ability students in the heterogeneous classroom.

1. Offer the Most Difficult First. ...
2. Pre-Test for Volunteers. ...
3. Prepare to Take It Up. ...
4. Speak to Student Interests. ...
5. Enable Gifted Students to Work Together. ...
6. Plan for Tiered Learning.

The purpose of extension activities:

It is to give students opportunities to use the target words and definitions during interesting, engaging, and contextualized activities. Do not use extension activities to assess student knowledge.

Ideas of Extension Activities:

- Participation of students in an awareness programme on medicinal plants
- Socio- economic survey on the Problems of farmers
- Awareness Programme on drug abuse
- Awareness campaign on sustainable use of water

- Communicative English classes

It is mandatory for a student to participate in any one of the following Extension Activities

- Health Education.
- People's Planning Forum.
- Debate Club.
- Environmental Activities.
- Community Health Activity.

Care for the Old and Serving the Needy

- Faculty and students visit the various old age homes, rehabilitation centres and hospitals to share food, clothing and the joy of various festivals
- Medical camps were jointly organized by the Alumnae Association & NSS.
- Health Survey and Blood Grouping Camps are conducted
- Awareness talks are arranged for the women of the neighborhood on topics like 'Early Detection of Cancer' and 'Mosquito-Borne Diseases'.

Community Development and Welfare Activities

- Distribution of uniforms and school kits to the children in the neighboring school
- Coaching in English and Mathematics for students in the neighborhood by the students and faculty.
- Lecture cum demonstration on topics in Physics for X standard and Plus Two students
- Popularization & Distribution of Azolla, a highly nutritious cattle feed, chick feed and fertility enhancer
- Financial aid extended to the Anganawadis of the adopted village.

Entrepreneurial Development Programmes

- Orientation programme for local women on Self Employment Opportunities.
- Free training in Painting & Floral arts to the women in the neighborhood. Training to local women in vocational skills like soap making, medicinal plant cultivation and vermicompost manufacture.
- Industrial Motivation Programmes to guide the women of the college neighborhood to draw the benefit of various Government schemes, Entrepreneurial Opportunities for Women in the District, National Employment Guarantee Programme etc.

Community services:

The students were actively involved in community service through various avenues: NSS, Blood Donors' Forum, and the Extension activities of the departments. & major NSS activities are:

- June 5 – World Environment Day: Planting of Tree Saplings on the campus
- July 6th – 13th : Vanamahotsav Week
- August 15 – Independence Day. Programmes
- October 2: Gandhi Jayanthi observed by partnering with the Mass Action Programme (MAP) against Plastic Waste
- December 1: World AIDS Day observed in association with the Red Ribbon Club of the college
- December 26- January 1: NSS Camp organised in the college, with the focus on freeing the adopted village of plastic waste.
- January 26: Republic Day celebrated by joining the Human Chain organised as part of the MAP campaign against plastic waste

Blood Donors' Forum and Red Ribbon Club:

- NSS and NCC continued its major extension activity of the Blood Donors' Forum, and the Red Ribbon Club to promote Blood Donation, AIDS Awareness and Prevention.
- The BDF and Red Ribbon club activities of the year more than 300 students participated and a new list of potential donors were created for the college..
- The students of the Red Ribbon Club conducted an awareness class on the "Importance of Blood transfusion and general awareness on HIV-AIDS",

Importance of Extension

The extension workers act as guide and educate them how to use new knowledge, skills and attitudes in solving their problems. The extension education helps all classes of people men, women and youth to solve their present and future economic, social and cultural problems. Extension increases farm yields and improve the standard of living of farmers Extension makes good communities better and progressive. Extension contributes to national development programmes Scope of Extension Education in Agriculture: It includes all activities of rural development.

Conclusion

Engaging students in learning about natural phenomena teachers can use students' curiosity to motivate learning by choosing Extension activity programmes. Teachers' ability to guide student learning by such activities.

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EXTENDED PROFILE AND STANDARD OPERATING PROCEDURE (SOP)

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Introduction

In documentation process it is possible that both the Extended Profile and some Quantitative Metrics (QnM) seek responses that require similar data/documents. In such cases, it is adequate to present data/documents in the Extended Profile. Whenever both Extended Profile and some Quantitative Metrics (QnM) seek similar responses, make sure that data/documents are provided for those Quantitative Metrics (QnM) which match with the corresponding data/documents given in the Extended Profile.That is, if the data/documents sought are given in response to the Extended Profile they need not be repeated under those specific Quantitative Metrics (QnM) of the SSR.

1. **Programms**

1.1. Number of courses offered by the Institution across all programs during the last five years

Year	2020-21	2019-2020	2018-2019	2017-2018	2016-2017

Number

Documents required are:
1. Provide the number of courses in each program year-wise. Course is a subject in per semester. For example: There are 14 courses in Economics(8 for B.A Programe and 6 in Commerce programe)

2. List of Courses should be specified on letter head of HEI with signature of Head of the Institution

3. PROGRAM is combinations in B.A, for example Economic,Politicalscience And History, Economics, Sociology, Kannad, Economics, English, Marathi

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

Year	2020-21	2019-2020	2018-2019	2017-2018	2016-2017
Number					

Documents required are:
1. Provide document showing the Reserved category should be mentioned separately for each category as State government , Central Government reservation policy for admission to higher education

2. Provide the number of seats reserved for each of the programmes and the program-wise total authenticated by the Registrar of the affiliating university/admission authority.

3. Admissions to only the first- year classes of all the programs to be considered.

2.3. Number of outgoing / final year students year wise during the last five years

Year	2020-21	2019-2020	2018-2019	2017-2018	2016-2017
Number					

Documents required are:
1. Provide authenticated document showing the number of outgoing/final year students in different programs during the assessment period.If accreditated validity is may 2016 then assessment period is 2016-2017 to 2020-2021

2. Provide the data separately for each program year wise

3. Include all students eligible for registration for the final examination.

4. The students admitted to the final year. Study of all the programs for all the assessment years.

2.4. Number of Programmes offered year wise for the last five years

Year	2020-21	2019-2020	2018-2019	2017-2018	2016-2017
Number					

Documents required are:
1. Provide year-wise list of ALL programs that have been operational by HEI during the assessment period.
2. Boucher mentioning program offered during last five years.
3. List of Programs should be specified on letter head of HEI with signature of Head of the Institution.
4. Program list approved by the Affiliating University/ Competent Authority to be provided.
5. Short term programs which do not lead to a degree are not to be included
6. Courses under each program not to be included here.
7. Diploma not awarded by the University not to be included.
8. Refer to the Glossary in the manual to understand the terminologies: COURSE, PROGRAM

2.1. Number of students year wise during the last five years

Year	2020-21	2019-2020	2018-2019	2017-2018	2016-2017
Number					

Documents required are:
1. Provide appropriate document duly certified by competent authorities
2. Year wise list of students approved by the affiliating University
3. Include the total number of students on rolls across all the programs (consider 1st, 2nd, 3rd years etc., of each program) for all the assessment period years.
4. Consider only the students on the rolls during the odd semesters if the program is of semester scheme.
5. If a program is of semester scheme, do not add students of both odd and even semester

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

Year	2020-21	2019-2020	2018-2019	2017-2018	2016-2017
Number					

Documents required are:

1. Provide document showing the Reserved category should be mentioned separately for each category as State government / Central Government reservation policy for admission to higher education and
2. Provide the number of seats reserved for each of the programmes and the program-wise total authenticated by the Registrar of the affiliating university/admission authority.
3. Admissions to only the first- year classes of all the programs to be considered

2.3. Number of outgoing / final year students year wise during the last five years

Year	2020-21	2019-2020	2018-2019	2017-2018	2016-2017
Number					

Documents required are:

1. Provide authenticated document showing the number of outgoing/final year students in different programs during the assessment period
2. Provide the data separately for each program year wise
3. Include all students eligible for registration for the final examination.
4. The students admitted to the final year study of all the programs for all the assessment years.
5. During the DVV process the HEI may be asked to provide the list of final year students of specific programs identified by DVV partner.

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

Year	2020-21	2019-2020	2018-2019	2017-2018	2016-2017
Number					

Documents required are:

1. Provide the list of all full time teachers indicating the departmental affiliation during the assessment period year wise authenticated by the Principal on letter head of HEI.
2. A full-time teacher is one who is employed for at least 90 per cent of the normal or statutory number of hours of work during the year
1. A teacher employed only for a part of a year not to be considered

2. Inclusion of part-time/ Ad-hoc / visiting faculty not taking at least 90% of the normal or statutory number of hours of work not to be considered as full-time teacher

3.2. Number of sanctioned posts year wise during the last five years

Year	2020-21	2019-2020	2018-2019	2017-2018	2016-2017
Number					

Documents required are:
1. Official letter(s) of sanction of posts from the statutory body/Government / Board of Management during the assessment period (year wise)
2. State/Central Government/Board of Management sanctioned posts are to be considered.

4.1. Total number of classrooms and seminar halls

Year	2020-21	2019-2020	2018-2019	2017-2018	2016-2017
Number					

Documents required are:
1. List of number of classrooms and seminar hall
2. Geo tagged photos of classrooms and seminar halls.
3. All rooms used for academic purpose to be considered only and geo-tagged photos of the classrooms to be provided.
4. Laboratories and workshops are not to be considered.

4.2. Total Expenditure excluding salary- year wise during the last five years (INR in Lakhs)

Year	2020-21	2019-2020	2018-2019	2017-2018	2016-2017
Number					

Documents required are:
1. Audited Statement of income and expenditure duly certified by the Principal and Charted Accountant in case of Privately funded institutions highlighting the salary component.
2. Provide a statement expenditure excluding the salary component for each of the years certified by the Principal and Charted Accountant.
   Note: Claims made without audited Income Expenditure statements not to be considered

4.3. Total number of computers in the campus for academic purpose

Year	2020-21	2019-2020	2018-2019	2017-2018	2016-2017
Number					

Documents required are:
1. Stock register extracts/invoice copy duly certified
2. Exclude computers used for administrative purpose

Concepts

Following concepts are to be understand by the stakeholders for using SOP for DVV

Programme

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

Course

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

Conclusion

Extended profile is the part of the SSR. The data provided in this part is also reflects the data in the criterion metrics. If there is a variations in data SGS will be captured the data from extended profile. Wherever the templates, HEIs should provide proof as per the SOP

1.1 List of courses offered across all programs during last five years 2020-21				
Program code	Program Name	Course code	Course Name	Year of introduction

2.1 Number of students enrolled year wise during the last five years

Year of enrollment	Name	Student enrollment number	Date of enrolment

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

year	Number of seats earmarked for reserved category as per GOI/ State Govt rule	Upload supporting document
year 1		Paste links of the uploaded documents
year 2		Paste links of the uploaded documents
year 3		Paste links of the uploaded documents
year 4		Paste links of the uploaded documents
year 5		Paste links of the uploaded documents

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

Upload supporting document**		
year	Number of seats earmarked for reserved category as per GOI/ State Govt rule	Upload supporting document
year 1		Paste links of the uploaded documents
year 2		Paste links of the uploaded documents
year 3		Paste links of the uploaded documents
year 4		Paste links of the uploaded documents
year 5		Paste links of the uploaded documents

2.3 Number of outgoing/final year students year wise during the last five years

Year of passing final year exam	Name of students	Enrollment number

3.1 a) Number of full time teachers presently working in the institutions

Name	ID number/Aadhar number (not mandatory)	Email	Gender	Designation	Date of joining institution	Number of sanctioned posts during the last five years

3.2 Number of sanctioned posts year wise during the last five years

year	Number of sanctioned posts year	Upload supporting document
year 1		Paste links of the uploaded documents
year 2		Paste links of the uploaded documents
year 3		Paste links of the uploaded documents
year 4		Paste links of the uploaded documents
year 5		Paste links of the uploaded documents

References

Manual for Self Study Report Affiliated/Constituent UG & PG Colleges

Criterion: IV Infrastructure and Learning Resource

Dr. Anand Y. Kenchakkanavar Head Criterion IV

Introduction

The adequacy and optimal use of the facilities available in an institution are essential to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of the institution - students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns.

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

KEY INDICATORS

4.1 Physical Facilities

4.2 Library as a Learning Resource

4.3 IT Infrastructure

4.4 Maintenance of Campus Infrastructure

4.1 Physical Facilities

Adequate infrastructure facilities are keys for effective and efficient conduct of the educational programmes. The growth of infrastructure thus has to keep pace with the academic developments in the institution. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra- curricular and administrative activities. A provision of expenditure in the budget is made annually for maintenance and replenishment of physical facilities which will ensure their availability on a continual basis.

4.2 Library as a Learning Resource

The library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms which enable students to acquire information, knowledge and skills required for their study programmes. A recent development in the field due to availability of digital means, the functioning of the library has undergone a drastic change. Automation of library using the ILMS, use of e-journals and books, providing remote access to e-resources in the library have become a matter of necessity. Providing for these and such

other developments as well as utilizing them well are important indicators of the quality of an academic institution.

4.3 IT Infrastructure

The institution adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues. The institution deploys and employs ICTs for a range of activities.

4.4 Maintenance of Campus Infrastructure

Having adequate infrastructure is not enough for effective institutional functioning, but regular maintenance and periodic replenishment of infrastructure is essential. It is necessary that the institution has sufficient resources allocated for regular upkeep of the infrastructure and there are effective mechanisms for the upkeep of the infrastructure facilities; and promote the optimum use of the same.

Reference

Manual for Self Study Report Affiliated/Constituent UG & PG Colleges

New Guidelines for AQAR 2020-21

Criterion 4 - Infrastructure and Learning Resources

Prof. NivasM. Mhalunge, Librarian/ IQAC Co-coordinator

KLS Gogte College of Commerce Tilakwadi, Belagavi

Revised Accreditation Framework (RAF),

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 Higher Education Institutions in creating a good database at the institutional level for enhancing a culture of excellence.

As per the Revised Accreditation Framework (RAF), NAAC-accredited institutions need to submit the AQAR online. Henceforth, HEIs need not submit the printed/hard copy of the AQAR to NAAC.

Mandatory Submission of AQAR

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

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

Guidelines to submit AQAR

- Institution must provide AQAR online in the prescribed format only. Institution has to provide Completed academic year data. Only one year data to be provided in AQAR.
- Data templates has to be submitted along with AQAR online.
- Data templates with supporting documents needs to be uploaded in the institutional website.
- QlM responses to be recorded in 100-200 words only
- Institutions has to submit AQAR within the stipulated time
- Institutions does not submit AQAR in time it will be recorded as a late submission and same will be notified in HEI as well as NAAC Portal and Auto-Generated E-mail will be sent to the institution for late submission.
- Once your AQAR is approved edit option will not be provided.

Criterion 4 - Infrastructure and Learning Resources
Key Indicators

1. **Physical Facilities**
2. **Library as a Learning Resource**
3. **IT Infrastructure**
4. **Maintenance of Campus Infrastructure**

Physical Facilities

4.1.1. QlM The Institution has adequate infrastructure and physical facilities for teaching, learning. viz., classrooms, laboratories, computing equipment etc.

The institute has to write a descriptive answer within 200 words which contains overall the description of physical facilities like ground with all tracks indoor and outdoor, gymnasium, yoga, classrooms , laboratories, computer labs Anything Other(Recreation, Canteen, medical center, restrooms, hostel etc)

And institute has to maintain all the documents related to the above physical facilities.

4.1.2. QlM The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

The institute has to write a descriptive answer within 200 words which contains overall the description of sports facilities like ground with all tracks indoor and outdoor, gymnasium, yoga,. Complete description of play ground

- Indoor/Outdoor games with user rate.

- Intercollegiate/university competition/games

- Gymnasium details etc.

- Yoga/meditation center.

- Building terraces

- Cultural activities and support equipment, recording, photography & Musical equipment.

And institute has to maintain all the documents related to the above physical facilities.

4.1.3. QnM Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

Number of classrooms with LCD facilities

• Number of classrooms with Wi-Fi/LAN facilities

 • Number of smart classrooms

• Number of seminar halls with ICT facilities

The institution has to provide information related to ICT enabled classrooms/ Seminar halls etc.. on data template

4.1.3 Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

Room number or Name of classrooms/Seminar Hall with LCD / wifi/LAN facilities with room	Type of ICT facility	Link to geo tagged photos and master time table

numbers		
Hall No -1	**Internet through LAN,WIFI, LCD**	**http://gccbgm.org/wp-content/uploads/2020/10/2.3.2.pdf**

** (Data for the latest completed academic year)

Institution has to maintain the following documentation viz…

- State of the art hardware and software
- Internet for Teaching
- Natural Language Processing Capabilities
- Animated Modules and Videos
- Remote Access Capabilities (Live Streaming)
- Save class option (Lecture Capturing System)
- Artificial Intelligence Enabled Systems
- A learning Management system is software applications for administration, documentation, evaluation, tracking, reporting and delivery of educational courses etc.
- Open Source Vs. Cloud Based

Open-Source examples

- Moodle (Training, Assessment, Certification)
- Google Classroom (G Suit)

4.1.4. QnM Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs) .

The institution has to provide audited income and expenditure statements highlighting the items of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Head of the Institution and CA.

Year	Budget allocated for infrastructure augmentation	Expenditure for infrastructure augmentation	Total expenditure excluding Salary	Expenditure on maintenace of academic facilities (excluding salary for human resources)	Expenditure on maintenance of physical facilities (excluding salary for human resources)
To be dicussed with IA and FO and look at NIRF					

Institution has to maintain the following documentation viz…

- Upload Plan, sanction letters, structural images of augmented infrastructure
- College budget with clear headings
- Audited Utilization statements.

Library as Learning Resource

4.2.1. QlM Library is automated using Integrated Library Management System (ILMS)

The institution has to write brief information about the library, which contains library automation, mode of automation, library software, year of automation, name of the ILMS etc… the following documents should be maintained

- ILMS, Changes, updates, up gradation, Version, report generation ability (accession, bar-coding, stack distribution facility, inbuilt features).

- Screen Shots of ILMS
- Library portal, must have viewer counter
- Online Public Access Cataloguing(OPAC)
- Purchase/ license/validity/ terms and conditions agreements& other details

4.2.2. QnM The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. ShodhgangaMembership
4. e-books
5. Databases

6. Remote access toe-resources

Options

A. Any 4 or more of the above
B. Any 3 of the above
C. Any 2 of the above
D. Any 1 of the above
E. None of the above

The institution has to provide the expenditure for the purchase of books and subscription to the journals/ e-books etc… related information in the prescribed data template

4.2.2 The institution has subscription for the following e-resources
1. E-journals, 2. e-ShodhSindhu, 3. Shodhgangamembersip, 4. E-books, 5. Databases, 6. Remote access to e- resources

4.2.3 Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

Library resources	If yes, details of memberships/ subscriptions	Expenditure on subscription to e-journals, e-books (INR in lakhs)	Expenditure on subscription to other e-resources (INR in lakhs)	Total Library Expenditure	Link to the relevant document
Books					
Journals					
e – journals					
e-books					
e-ShodhSindhu					
Shodhganga					
Databases					
Local and / or Remote access to e-resources (Specify)					

The following documents should be maintained

- Screen Shots of facility of Library Portal
- E-copy of the letter of subscription /member ship in the name of HEI.
- Screenshots of the facilities claimed with the name of HEI.
- Specific details in respect of e-resources selected.

- 4.2.3 QnM Expenditure for purchase of books/e-books and subscription to journals/ejournals during the year (INR in Lakhs)
- 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

The institution has to provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Head of the Institution and Charted Accountant. Similarly, audited Income/Expenditure statement highlighting the expenditure for purchase of books and journals and Orders, Purchase receipts, Bills etc. Audited statements of accounts which is Highlighting Expenditure on purchase of Books/Journals.

4.2.4 QnM Number per day usage of library by teachers and students (foot falls and login data for online access)

4.2.4.1 Number of teachers and students using library per day over last one year

The HEI is requested to calculate the teachers and student's usage library per day.

As per the above formula institution has to calculate average usage of the library users and provide certified E-copy of the ledger for footfalls for 5days. And certified screenshots of the data for the same 5 days of online access.

4.3.1. QlM Institution frequently updates its IT facilities including Wi-Fi

The HEI should write brief about the IT facilities including updation of website, paid software's, open source software's etc..(within 200 words) and following documents should be maintained

- College website creation, maintenance updation process
- College App
- Special mention for UPS/other source facility
- The process followed for technology augmentation (Policy)
- Upload any additional information (Agreements, orders, bill receipts, user photographs, block diagrams etc.)

4.3.2. QnM Student – Computer ratio

- Number of students : Number of Computers
  The HEI should provide detailed information about number of computers available for students and following documents should be maintained.
- Bills for the purchase of computers.
- Highlight the entries of computers purchased in the stock registers.

4.3.3. QnM Bandwidth of internet connection in the Institution Options:

A. ≥ 50MBPS

B. 30 - 50MBPS

C. 10 - 30MBPS

D. 10 - 5MBPS

E. < 5MBPS

Institution should provide following documents which shows the internet bandwidth connection

- Bills for any one month/one quarter of the latest completed academic year indicating internet connection plan, speed and bandwidth and the HEI's name.
- E-copy of document of agreement with the service provider.
- NO wireless broadband accepted

4.4 Maintenance of Campus Infrastructure

4.4.1 QnM Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

Institution should provide audited income and expenditure statement highlighting the items of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Head of the Institution and CA.

Physical facilities: Building renovation, cleaning charges, electricity bills and charges for other utilities, property taxes etc

Academic support: Subscription charges for journals, internet charges, auditorium charges, paid learning software's, services hired for academic purposes (outsourcing)etc.

4.4.2. QlM There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The institution should write brief information related to the maintaining and utilizing physical and academic support facilities viz...Laboratory, library, sports complex, computers, classrooms etc. (within 200 words) and following documents should be maintained.

Upload the Policy documents, work order letters, agreements; bills pay receipts, LMC/CDC reports.

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   https://iqacclusterindia.com/naac-accreditation-process-in-the-new-format-ppt

LEARNING RESOURCE: LIBRARY BEST PRACTICES

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ABSTRACT

The twenty first century builds a new atmosphere for education in general and higher education in particular. The development of any country is powerfully linked with the quality of education. The global changes particularly the Information and Communication Technologies (ICT) have impact on the functioning of academic libraries. Government of India, University Grants Commission and NAAC are seriously concerned regarding how to improve standards of education in the universities and colleges and their libraries. Libraries are one of the significant components of the assessment through which an impact on the accreditation of the institute is related. To meet the end user's demands successfully, they need to recognize and implement good practices. This paper shows a clear picture about the improvements of college libraries.

Keyword: NAAC, College Library, Quality in Education, Best Practices, Library services, Information Communication and Technology and User Education.

1.   Introduction

Human history has gone through different phases and witnessed different revolutions, such as agriculture, industry, and information. Libraries and library and Information Science professionals have also undergone a variety of changes that have come about because of these different revolutions in our society. Library and Information Science professionals explained their journey from clay tablets and palm leaves to today's digital content for reading material. Learning is the most significant aspect for human development. Information and communication technology has become a essential and accepted part of everyday life for people. In this time day to day value of Information and Communication Technology is increasing in education. Quickly developing information and communication technology are creating innovative opportunities and challenges for conventional teaching and learning systems Patel, R. P. (2020). Electronic publishing has become groundwork for the new information society to get the right information to the right person at the right time. E-Resources are occupying a significant portion of the global literature. They refer to information sources in electronic form. The different types of e-resources are, E-books, E-journals, Databases, CDs/DVDs, E-conference proceedings, EReports, E-Maps, E-Pictures/Photographs, E-Manuscripts, E-Theses, E-Newspaper, Internet/Websites - Listservs, Newsgroups, Subject Gateways, USENET, FAQs etc Kenchakkanavar, A. Y. (2014). Today's era of information and communication technologies and this technology most of library professional/users/teachers used internet based education curriculum. A library is an implement to get better the quality of life of the people giving them education, information, recreation, intellectual motivation and elevating their life in all respects.

A library well equipped and organized with services and activities imaginatively planned and executed can learn from a society into a well-informed, educated and inspired contributing to its own cultural and economic development. It is the means of communicating information among different generations and between the people of same generation. The conception of new

knowledge is possible only on the firm groundwork of the existing knowledge access, which is facilitated by the libraries. It is against these surroundings, the quality of library should be evaluated to keep going in the highly competing situation. In recent days, researchers and librarians from all over the world have created performance indicators and methodologies for the traditional services. However, in the beginning of the 21st century, the projects and initiatives of quality assessment engage concepts and data from communication and information technologies that have been changing libraries. In the library reading is most important development of acquiring information, knowledge, experience and learning. Pogress of human culture, it has been specified a better effect and attractive aspects of the operation of human beings. Library is knowledge centre and the library professionals should to encourage the students to utilize the library sources.

The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to evaluate and accredit institutions of higher education in the country. It is an effect of the recommendations of the National Policy in Education (1986) which laid particular emphasis on upholding the quality of higher education in India. Accordingly, the NAAC was established in 1994 with its headquarters at Bangalore. In the recent past there has been a mushroom increase of higher educational institutions with sub-standard quality of education. But after NAAC's beginning, there has been a massive change in the total scenario of higher education. NAAC's assessment has brought about quality improvement in the colleges. There has been most important development in the academic and non-academic activities of the college.

2.   Definition of Best Practices

According **Oxford Advanced Learner's Dictionary** "a way of doing something that is seen as a very good example of how it should be done and can be copied by other companies or organizations"

ODLIS (Online Dictionary of Library and Information Science) describes best practices as follows: "In the application of theory to real-life situations, procedures that, when properly applied, consistently yield superior results and are therefore used as reference points in evaluating the effectiveness of alternative methods of accomplishing the same task. Best practices are identified by examining empirical evidence of success."

According to **National Board of Accreditation and Assessment** (NAAC) "Best practice may be innovative and be a philosophy, policy, strategy, program, process or practice that solve a problem or create new opportunities and positively impact on organizations. Institutional excellence is the aggregate of the best practices followed in different areas of institutional activities."

Oxford English Dictionary describes 'Best practices as quality of most excellent or desirable type or most appropriate, advantageous, highly improved, outstanding, par excellence services or the customary or expected procedure or way of doing something that is usual or expected way in a particular organization or situation, guidelines for good practices. In this process of developing best practices we take action rather than good ideas, and we improve our skills.'

From above definition, best practice means, it is a technique or method used to get better the current workflow of an institution to obtain its objectives effectively & with predetermined standards.

3. Review of Literature

Yan Quan Liu (2004) Studies examine the present practices in digitizing library materials in the USA. Building a high-quality digital collection has been a common task, pervasive in all types of libraries. Digitization becomes more and more crucial, affecting libraries while they work towards becoming digital. Vivek Sampatrao Sathe (2015) in his paper stated that best practices will assist for improving quality of Library Services and will make best image about the library profession in the society. The author also suggested that the best practices followed should split the gap between the library and library users. He also highlighted the importance of web based information services appropriate

information to the users in anticipation. Umesh Kumar (2012) also stressed the importance of best practices in academic libraries and resource centers so that the services provided to the user community will be effective and quality one. Siraj Nissa begum (2003) defines the quality is user satisfaction through product or by service. The user in the academic library is the user / reader / student. In a service organization like an academic library, user satisfaction means fulfilling expectations.

4.   Objectives of the Study

The study highlight the guidelines provide by the NAAC for the libraries and to identify the different areas where best practices can be implemented in libraries.

a. To market library services and products.

b. To Extent of use of library services

c. To make the most of the utilization of library.

d. To be a focus for & meet the user requires.

5.   The best practice are mainly classified are the following
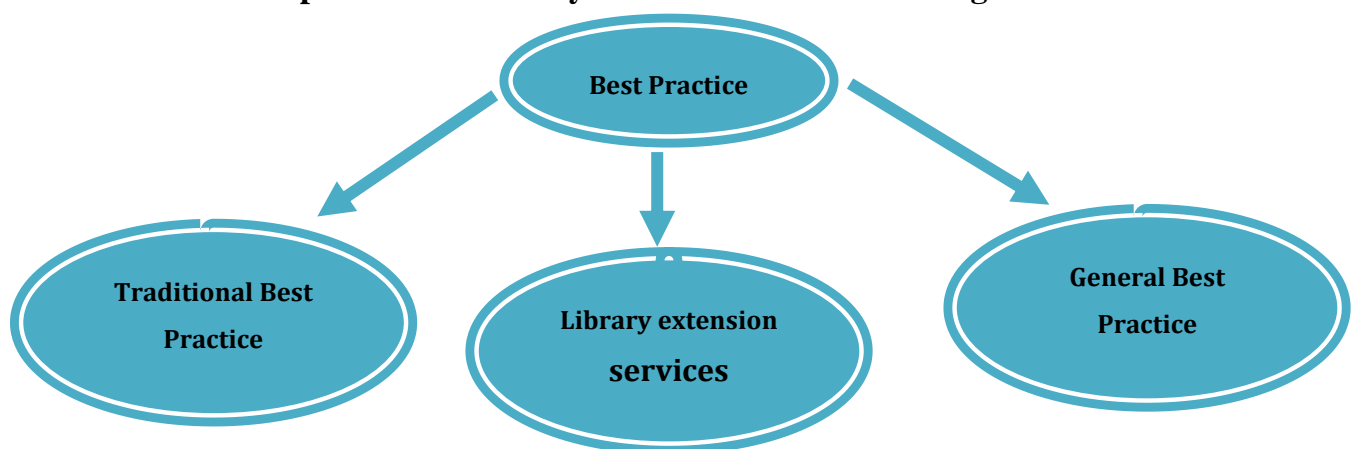
5.1   Traditional Best Practice

1. Book exhibition

2. New arrivals

3. Readers (users) Meet

4. Orientation programme

5. Library Brochure

6. Library hours (Before and After)

7. Training programme to use library resources

8. Carrier guidance cell

10. Binding and photocopy services

11. Best library user award

5.2 Library Extension Services

1. Inter library loan

2. External membership facility

3. Document delivery service

4. Suggestion and feedback box

5. Reprography

6. Newspaper clipping service

6. Career notification

7. Library security (CCTV, RFID…)

9. Library Help desk.

5.3 General Best Practices

1. Binding of books and periodical Volumes

2. Regular meeting of the Library Advisory Committee

3. Question Paper sets of previous examinations

4. Library Information included in prospects and College Websites

5. Pasting of barcode, spine label and stamping in a definite place on the books.

6. Display of various library charts.

7. Library calendar of activity and events.

8. Use of pesticides to keep the book worm away and damage of books.

9. Keeping the library premises silent, neat and clean.

6. Conclusion

The higher education in India has been increasingly developing with the help of accreditation agencies like NAAC, beside knowledge improvement NAAC insist all the higher educational institutions to bring best infrastructural environments with maximum pressure on the services of the libraries. College and universities libraries have got a new outline where these libraries have left their old practices. College libraries play significant role in the educational history of both the students as well as faculty members. It provides the users by providing particular information to the user.

Best practices help to improve the quality of library services. Best Practices adopted in academic institutes should bridge the gap among the library

collection and the user community for maximum resource utilization. College Library should adopt various best practices in administration management, collection and services, extent of service and technology.

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Key Indicator: 4.1 Physical Facilities and 4.4 Maintenance of Campus Infrastructure in HEI Criterion 4

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Introduction

Infrastructure in terms of physical, academic, IT and learning resources playing significant role in achieving quality education in HE system. Under the revised NAAC framework it is assessed by NAAC in criterion IV with four key indicators viz and 5QlM metrics and 8 QnM

metrics. Of these, Key indicator: 4.1 Physical Facilities and 4.4 Maintenance of Campus Infrastructure Criterion 4 are presented in this paper

Key Indicator: 4.1 Physical Facilities

4.1.1. QlM.The Institution has adequate infrastructure and physical facilities for teaching learning viz., classrooms, laboratories, computing equipment etc. Institution has to describe the adequacy of infrastructure and physical facilities for teaching and learning as per the minimum specified requirement by statutory bodies within a maximum 500 words. File Description includes upload any additional information and need to Paste link for additional information. Information is varied from one institution to another institution.

4.1.2.QlM.foused on institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga etc. Institution is need to describe the adequacy of facilities for cultural activities, sports, games and cultural activities which include specification about area/size, year of establishment and user rate within a maximum of 500 words. File Description upload any additional information and Paste link for additional information

4.1.3. QnM. Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. 4.1.3.1: Number of classrooms and seminar halls with ICT facilities.Data Requirements: (As per Data Template) Number of classrooms with LCD facilities,Number of classrooms with Wi-Fi/LAN facilities,Number of smart classrooms ,Number of classrooms with LMS facilities, Number of seminar halls with ICT facilities. File Description Upload any additional information Paste link for additional information, Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)

4.1.4.QnM.Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs) .4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year wise during last five years (INR in lakhs).Data Requirements for last five years: (As per Data Template).Expenditure for infrastructure augmentation ,total expenditure excluding salary.File Description:Upload any additional information,upload audited utilization statements,,upload Details of budget allocation, excluding salary during the last five years (Data Template)

Key Indicator – 4.4 Maintenance of Campus Infrastructure (20)

4.4.1. QnM. Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs).Data Requirement year wise are non salary expenditure incurred, Expenditure incurred on maintenance of campus infrastructure. Use Data Template. File Description need to upload any relevant additional information

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs) (10) & 4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in lakhs) (10)

Year	Budget allocated for infrastructure augmentation(INR in Lakh)	Expenditure for infrastructure augmentation(INR in Lakh)	Total expenditure excluding Salary (INR in Lakh)	Expenditure on maintenace of academic facilities (excluding salary for human resources) (INR in Lakh)	Expenditure on maintenance of physical facilities (excluding salary for human resources)
	Key Indicator **4.4**		**Maintenance of Campus Infrastructure**		**20**

a. Audited statements of accounts b. Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)

4.4.2.QlM. there are established systems and procedures for maintaining and utilizing physical, academic and support facilities , laboratory, library, sports complex, computers, classrooms etc. for this college needs to describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the website within a maximum of 1000 words. File Description to be upload any additional information and Paste link for additional information

CRITERION: IV

INFRASTRUCTURE AND LEARNING RESOURCES (100)

Metric **QnM**	**4.4.1**	**Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**	**10**
	Doc 1	Audited income and expenditure statement highlighting the items of expenditure	
Metric **QlM**	**4.4.2**	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.	**10**
	Doc 1		
	Doc 2		
	Doc 3		
	Doc 4		
	Doc 5		
	Doc 6		
	Doc 7		

Criterion: V Student Support and Progression

Criterion V: - Student Support and Progression

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

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

5.1 Student Support

5.2 Student Progression

5.3 Student Participation and Activities

5.4 Alumni Engagement

5.1 Student Support

Facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students. Specially designed inputs are provided to the needy students with learning difficulties. Provision is made for bridge and value added courses in relevant areas. Institution has a well structured, organized guidance and counseling system in place. Students benefited through scholarships, freeships and other means should be identified by HEIs.

5.2 Student Progression

The Institution's concern for student progression to higher studies and/or to employment is a pertinent issue. Identify the reasons for poor attainment and plan and implement remedial measures. Sustainable good practices which effectively support the students facilitate optimal progression. The institutional provisions facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment. Student qualifying for state/national/international level exam or competition should be identified by HEIs.

5.3 Student Participation and Activities

The institution promotes inclusive practices for social justice and better stakeholder relationships. The institution promotes value- based education for inculcating social responsibility and good citizenry amongst its student community. The institution has the required infrastructure and promotes active participation of the students in social, cultural and leisure activities. Encouraging students' participation in activities facilitates developing various skills and competencies and foster holistic development.

5.4 Alumni Engagement

The Alumni are a strong support to the institution. An active Alumni Association can contribute in academic matters, student support as well as mobilization of resources – both financial and non financial. The institution nurtures the alumni association/chapters to

facilitate them to contribute significantly to the development of the institution through financial and non-financial means.

Reference:

Manual for Self Study Report Affiliated/Constituent UG & PG Colleges

REVISED NAAC GUIDELINES: CRITERIA V ON STUDENT SUPPORT

Mrs. S.P.Sansuddi   **Shri.A.A.Tavakari**

Department of Commerce	**Department of Computer Science**
K.L.E's G.I.Bagewadi Arts , Sceince and and	**K.L.E's G.I.Bagewadi Arts ,Science and**
Commerce College, Nipani	**Commerce College, Nipani**

Introduction:

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

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

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5.3 Student Participation and Activities

5.4 Alumni Engagement

5.1 Student Support

Facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students. Specially designed inputs are provided to the needy students with learning difficulties. Provision is made for bridge and value added courses in relevant areas. Institution has a well structured, organized guidance and counseling system in place. Students benefited through scholarships, freeships and other means should be identified by HEIs. This paper is focused on key Indicator 5.1 student support which consisting 4 matrices. All are quantitative matrices.

5.1.1 *Average percentage of students benefited by scholarships and freeships provided by the Government during last five years*

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year wise during last five years. Institution has to provide year wise data during 5 years.

Data Requirement year wise are : Name of the Scheme and Number of students benefiting.

File Description need to upload are self attested letter with the list of students sanctioned scholarship and any additional information

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year wise during last five years.

Data Requirement for last five years:
- Name of the Scheme with contact information

- Number of students benefiting

File Description:
- Upload any additional information
- Number of students benefited by scholarships and freeships institution / non-government agencies in last 5 years.

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following
1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Options:
A. All of the above
B. 3 of the above
C. 2 of the above
D. 1 of the above
E. none of the above

The institution has to provide following data
- Name of the capability building and skills enhancement initiatives
- Year of implementation
- Number of students enrolled
- Name of the agencies involved with contact details

File Description : The institution has to upload the following files
- Link to Institutional website
- Any additional information
- Details of capability building and skills enhancement initiatives.

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years
Data Requirement for last five years:
- Name of the scheme
- Number of students who have passed in the competitive exam
- Number of students placed

File Description: The institution has to upload any additional information, Number of students benefited by guidance for competitive examinations and career counseling during the last five years.

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. *Implementation of guidelines of statutory/regulatory bodies*
2. *Organisation wide awareness and undertakings on policies with zero tolerance*
3. *Mechanisms for submission of online/offline students' grievances*
4. *Timely redressal of the grievances through appropriate committees*

Options:
A. All of the above
B. Any 3 of the above
C. Any 2 of the above
D. Any 1 of the above
E. None of the above

Data Requirement:

Institution has to upload the grievance redressal policy document with reference to prevention of sexual harassment committee and anti ragging committee, constitution of various committees for addressing the issues, minutes of the meetings of the committees, number of cases received and redressed during the last five years.

The institution has to Upload the following files:

- Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee
- Upload any additional information and Details of student grievances including sexual harassment and ragging cases.

Reference:

NAAC Manuals.

AQAR

http://www.naac.gov.in/19-quick-links/102-user-manual-for-self-study-report-of-general-institutions

Criterion: VI Governance, Leadership and Management

Dr. Atulkumar Kamble Head Criterion VI

Introduction

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

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

6.1 Institutional Vision and Leadership

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

6.2 Strategy Development and Deployment

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

6.3 Faculty Empowerment Strategies

The process of planning human resources including recruitment, performance appraisal and planning professional development programmes and seeking appropriate feedback, analysis of responses and ensure that they form the basis for planning. Efforts are made to upgrade the professional competence of the staff. There are mechanisms evolved for regular performance appraisal of staff.

6.4 Financial Management and Resource Mobilization

Budgeting and optimum utilization of finance as well as mobilization of resources are the issues considered under this Key Indicator. There are established procedures and processes for planning and allocation of financial resources. The institution has developed strategies for mobilizing resources and ensures transparency in financial management of the institution.

The income and expenditure of the institution are subjected to regular internal and external audit.

6.5 Internal Quality Assurance System (IQAS)

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

Reference:

Manual for Self Study Report Affiliated/Constituent UG & PG Colleges

Internal Quality Assurance System in HEI's

Dr. B. S. Kamble, Associate Professor, Department of Economics
KLE Society's G I Bagewadi Arts, Science & Commerce College, Nipani
Email: bsppkamble@gmail.com

Introduction

Quality concept is a subject matter of human civilization since when human experience and reasoning took scientific role in Social development .But now the quality has become a word of status in terms of qualitative and quantitative aspects. Quality is intended to result in insuring employability of the graduating students. A specific purpose for having quality in the system of HEI is to achieve the employability of graduating students or to make the students useful for social or professional purposes. Quality is a dynamic phenomenon. It includes various dimensions as it referred to the system of HE Quality enhancement & sustain is the main challenge in HEI's across the world and at residential level. The quality in the system of HEI is not "up to the Mark" in India (Ramesh B, Kasetwar-2019). Higher education Institutional quality is assessed by AISHE, NIRF, AIIR, NBN, NAAC. NAAC is an

autonomous council assessed and accredited HEI's since 1994. It has involving in quality assessment and it assessment methodology has been revised to bring transference in A and A process. As per the direction of NAAC every institution is established an IQAC and through which Internal Quality Assurance System (IQAS) is planned, designed and implemented in the institution. Hence this paper is presented on

a) Key indicator and Metrics concerned to IQAS

b) to know the data template & understand the SOP for IQAS.

Internal Quality Assurance System (IQAS)

IQAS is an institutional mechanism in HEI's which is having self regulated responsibilities aimed at continues improvement of quality and achieving academic excellence. It conducts academic & administrative aspects. IQAS is the brain behind the concept of Quest for excellence in the institution which includes all the quality assessment parameters of QIF generally named as seven criteria namely, Curricular Aspects, Teaching Learning Evaluation, Research Innovation and Extension Infrastructure and Learning Resources, Students Support & Progression, Governance Leadership and Management and Institutional Values and Best Practices. IQAS is framed by IQAC and practices for quality excellence under the new guidelines of NAAC QIF. The discussion about the IQAS between Peer team members & IQAC coordinator Principal will be scheduled at the time of Lunch. IQAS is added as one of the key indicator 6.5 in the criterion Governance, Leadership and Management. As a quality monitoring task the key indicators in IQAS has five metrics in the new RIF. Table 1 shows the matrices and weightage given to each metric in IQAS

Table 1 Key Indicator and Metric Wise Weightage (30)

(Internal Quality Assurance System)

Metrics	Contents /Statement	Weightage
6.5.1	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes	10
6.5.2	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities	10

(For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Sources: NAAC (2019) Institutional Accreditation, Manual for SSR to affiliated colleges, NAAC Bangalore.

There are 3 metrics related to IQAS. One is quantitative and others are qualitative in nature With an intension to assess the significant contribution of IQAC, institutional review on teaching learning process & outcomes and quality assurance initiatives by institution through IQAC

Metrics includes NAAC in IQAC are.

Metric 6.5.1 It is qualitative metric NAAC asked to HEI's as; IQAC has contributes significantly for institutionalizing the quality assurance strategies and process. For this metric the institution should describe two practices institutionalized as a result of IQAC initiative within a maximum of 500 words each

Metric 6.5.2   is second qualitative metrics state that, the institution reviews its teaching process, structures & Methodologies of operations & learning outcomes at periodic intervals through IQAC setup as per norms and recorded the incremental improvement in various activities. The institution is need to describe any two examples of institutional reviews & implementation of teaching learning reforms facilitated by the IQAC with a Maximum of 500 words each. Incremental improvement made during the proceeding five years/post accreditation quality initiatives. As a qualitative metrics is an attempt to know institutional quality initiative in the academic and administrative domains continuously adopted during last five years. It helps to know the overall quality in HEI.

Metric 6.5.3 is being a quantitative metric which enquiry the HEI about the quality assurance initiatives of the institutions. As per the NAAC guidelines it includes;

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Options:

A. All of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

E. None of the above

This metric has four options as mentioned above and institution can mark either A or B or C or D or E. on the basis of quality initiative being taken by the institution, If institutions has all four options it may select A and B for any 3 options, C for any 2 options, D option in case for any 1 and for E if institution has not taken any quality initiatives.

According to revised NAAC guidelines and standard operational procedure (SOP) submission institution has to provide data partening to collaborative quality initiative with other institutions, participation in NIRF, any other quality audit recognized by ISO certified agency.

Table 2 indicates the data template to upload while submissions of SSR. According to this template required input should be provide to claim points.

Table 2 Quality Assurance Initiatives in Institution as per Data Template (Metric6.5.3)

Year	Conferences, Seminars, Workshops on quality conducted	Academic Administrative Audit (AAA) and initiation of follow up action	Participation in NIRF along with Status.	ISO Certification. and nature and validity period	NBA or any other certification received with program specifications.	Collaborative quality initiatives with other institution(s) (Provide name of the institution and activity	Orientation programme on quality issues for teachers and students organized by the institution, Date (From-To) (DD-MM-YYYY)
2020-21							
2019-20							
2018-19							
2017-18							
2016-17							

Source: NAAC (2019) Institutional Accreditation; Manual for Self –study Report Affiliated/ Constituent Colleges; National Assessment and Accreditation Council page no 161

Institution should provide/upload the following data for claiming, marks collected in respective metrics.

Table 3 Documents Required As per SOP as on 1-1-2021

Metric	DOC No	Documents
6.5.1	DOC 1	
	DOC 2	
	DOC 3	
	DOC 4	
6.5.2	DOC 1	
	DOC 2	
	DOC 3	
	DOC 4	
6.5.3	DOC 1	Proceedings of meetings of IQAC, Feedback analysis and action taken report.
	DOC 2	Activities conducted under Collaborative quality initiatives with other institutions.
	DOC 3	Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal).
	DOC 4	ISO certificate / NBA certificate or quality certificate from any recognized

Source: NAAC (2020) Standard Operating Procedure (SOP) For Data Validation and Verification of Affiliated PG Colleges for HEI's as on 01-01-2021.NAAC Portal.

Note: 1. Collaborative quality initiatives with sister institutions under the same management

will not be considered. 2. AQAR not applicable for cycle I

Conclusion

The major changes in NAAC guidelines in general and QIF in particular are important for preparing and submission of SSR. HEI have to take care of all these. Criterion VI is a part of QIF having 5 key indicators, and 16 metrics of which 10qualitatives metrics,6 quantitative metrics.

Key indicator 6.5 is IQAS which describes about the quality initiative mechanism or system through IQAC. It is brain storming in collection preparation and submission of SSR.IQAS focused particularly on how the institution undertake the quality assurance and process and contributions, institutional reviews on teaching, learning methods and outcomes and finally quality assurance initiatives such as regular submission of AQAR, AISHE, NIRF, feedback collection analysis and suggestions for improvements and collaborative initiatives. IQAS is monitoring effectively by IQAC

References

1. Devender Kawday (2019), Governance, leadership & Management: Rejuvenating quality in higher education institutions. University News; A weekly journal of higher education's, published by Association of Indian University, New Delhi

2. H. V. Deshpande Higher Education in India: New Perceptions and Perspective, Notion press Chennai.

3. NAAC (2019 Institutional Accreditation; Manual for Self –study Report Affiliated/ Constituent Colleges; National Assessment and Accreditation Council Bangalore.

4. Ramesh B Kaasetwar (2019) Audit of International Quality ; A new concept, A weekly journal of higher education's, published by Association of Indian University, New Delhi

Criterion: VII Institutional Values and Best Practices

Dr. B. S. Kamble, Associate Professor

Introduction

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

Every institution has a mandate to be responsive to at least a few pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics, but the way it addresses these and evolves practices will always be unique. Every institution faces and resolves various kinds of internal pressures and situations while doing this. Some meaningful practices pertinent to such situations are evolved within the institution and these help smooth functioning and also lead to enhanced impact. Such practices which

are evolved internally by the institution leading to improvements in any one aspect of its functioning – academic, administrative or organizational, - are recognized as a "best practices". Over a period of time, due to such unique ways of functioning each institution develops distinct characteristic which becomes its recognizable attribute.

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

7.1. Institutional Values and Social Responsibilities

7.2. Best Practices

7.3. Institutional Distinctiveness

7.1 Institutional Values and Social Responsibilities

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

7.2 Best Practices

Any practice or practices that the institution has internally evolved and used during the last few years leading to positive impact on the regular functioning of the institution can be identified as "best practice/s". These are not any activity prescribed by some authority. At some point in time the institution evolves some innovation or a change in some aspect of functioning. This practice is relevant mainly within the institution at a given point in time. It could be in respect of teaching learning, office practices, maintenance and up keep of things or dealing with human beings or money matters. But adopting that practice has resolved the difficulty or has brought in greater ease in working in that aspect. In brief, these 'best practices' are relevant within the institutional context and may pertain to either academic or administrative or organizational aspects of institutional functioning.

7.3 Institutional Distinctiveness

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

Reference:
 Manual for Self Study Report Affiliated/Constituent UG & PG Colleges

Institutional Values and Best Practices
7.1 Institutional Values and Social Responsibilities in Criterion VII
S.M. Sakari, Associate Professor Department of Economics

Introduction

Quality is parameters to recognize good HEI's NAAC is assessing and accrediting the institutions. NAAC has seven criteria, 93 metrics for UG and 96 metrics for PG affiliated/ instituent colleges. The SSR has two kinds of metrics viz qualitative metrics (QlM) and quantitative metrics (QnM). The seventh criterion is institutional values and best practices. This paper is an attempt to understand the key indicators, metrics and weightage in the overall quality performance.

This criterion captured in the following key indicators and metrics

Key indicator	Metrics			Total
	Qlm	Qnm	Total	Weightage
7.1 Institutional Values and Social Responsibilities	05	06	11	**50**
7.2 Best Practices	01	00	01	**30**
7.3 Institutional Distinctiveness	01	00	01	20

Total		07	06	13	100	

Gender Equity

7.1.1. It is QlM and Measures initiated by the Institution for the promotion of gender equity during the last five years. Institution should describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words. It is related to facilities like: Safety and security, Counseling, Common Rooms, Day care center for young children and any other relevant information. Specific facilities provided for women in terms of four facilities. Institution required uploading it and Provide institutional Web link

Environmental Consciousness and Sustainability

7.1.2. It is QnM and asked institution about the: Institution has facilities for alternate sources of energy and energy conservation measures. For this QIF has given five alternative sources of energy conservation. Institution need to choose the given alternatives. They include: 1.Solar energy 2. Biogas plant. 3. Wheeling to the Grid. 4. Sensor-based energy conservation. 5. Use of LED bulbs/ power efficient equipment.

Options: A. 4 or All of the above,B. Any 3 of the above, C. Any 2 of the above, D. Any 1 of the above and E. None of the above

7.1.3. It is QnM and asked institution about the: Institution has facilities for alternate sources of energy and energy conservation measures. For this QIF has given five alternative sources of energy conservation. Institution need to choose the given alternatives. They include:1.Solar energy,2. Biogas plant

3. Wheeling to the Grid.4. Sensor-based energy conservation.5.Use of LED bulbs/ power efficient equipment

A. 4 or All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above and E. None of the above

Upload: Geotagged Photographs and Any other relevant information

7,1,3, Is QlM. Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) Degradable and non-degradable waste includes :Solid waste management ,Liquid waste management, Biomedical waste management

E-waste management, Waste recycling system, Hazardous chemicals and radioactive waste management. Documents required to this metric are:

Relevant documents like agreements/MoUs with Government and other approved agencies , Geotagged photographs of the facilities and any other relevant information. Provide web link.

7.1.4. isQnM.It focused on Water conservation facilities available in the Institution. Includes such facilities like; 1.water harvesting, 2. Borewell /Open well recharge,3.Construction of tanks and bunds,4.Waste water recycling and 5.Maintenance of water bodies and distribution system in the campus. Options proded to HEI are:

Options:

A. Any 4 or all of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

E. None of the above

For claiming points institution should Upload the documents are includes Geotagged photographs / videos of the facilities ,Any other relevant information

7.1.6.is QnM. Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1. The institutional environment and energy initiatives are confirmed through the 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards and 5. Beyond the campus environmental promotional activities.SGS asked Options for crediting points like

A. Any 4 or all of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

E. None of the above

Institution required to Upload: Reports on environment and energy audits submitted by the auditing agency, Certification by the auditing agency, Certificates of the awards received and any other relevant information

7.1.7.It is QnM states that the Institution has disabled-friendly, barrier free environment. The sample facilities are: 1.Built environment with ramps/lifts for easy access to classrooms.2.Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4.Assistive technology and facilities for persons with disabilities (

Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

Institution may have all or few of them. Therefore this metric has 5 Options from which HEI can choose A. Any 4 or all of the above or B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above

Institution need to Upload: Geotagged photographs / videos of the facilities, Policy documents and information brochures on the support to be provided, Details of the Software procured for providing the assistance, any other relevant information

Inclusion and Situations

7.1.8. is QlM. Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).It need to Provide Web link to: Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution),any other relevant information.

Human Values and Professional Ethics

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens. Here the HEI should describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words. College should Provide weblink to : details of activities that inculcate values; necessary to render students in to responsible citizens and any other relevant information

7.1.10. is Qnm. The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. It includes 5 initiatives and programmes and options such as:1. The Code of Conduct is displayed on the website 2.There is a committee to monitor adherence to the Code of Conduct 3.Institution organizes professional ethics programmes for students, 4. Teachers, administrators and other staff, 5. Annual awareness programmes on Code of Conduct are organized. Options for institution are:

A. All of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

E. None of the above

Upload documents are: 1, Code of ethics policy document 2. details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims. 3. any other relevant information

7.1.11. is the QlM. delt with institution celebrates / organizes national and international commemorative days, events and festivals. For this institution should Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the last five years within 500 words provide web link to 1. Annual report of the celebrations and commemorative events for the last five years, 2.Geotagged photographs of some of the events 3 any other relevant information.

All the criteria heads are to be ready with the following data templates and documents to the IQAC required for SSR submission. 7.1. Key indicator has QnM for which HEI should provide the following templates.

Conclusion

This key indicator of criteria VII is reflects on the institutional values and best practices done during last five year. It tried to focus on the gender equality, environmental consigner, sustain green campus initiatives, inclusion and situatedness human values 7 professional ethics. Every year institution should intake events, programmes efforts and policies as well as values and sustain best practices as well as values and nation building activities like equality 7 justice, environmental balance and rights & daily cod of conduct etc to become good citizen. As for as documentations is concerned institution should upload on it website & provide link and along with SSR. Care to be taking about these aspects while submitting SSR

References

Manual for Self Study Report Affiliated/Constituent UG & PG Colleges

NAAC & THE BEST PRACTICES

Shashilekha Patil, Assistant Professor & Head, Department of Botany,

K.L.E.Society's G.I.Bagewadi College, Nipani

Introduction:

The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the UGC of India to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Policy on Education (1986) which laid special emphasis on upholding the quality of higher education in India. NAAC was established in 1994 with its headquarters at Bangalore. Accreditation by NAAC will elevate the profile of the institution and affirm that it meets high standards of education, welfare and good management practice. The accreditation will also help to reassure students that the institution is a good choice, and that you will provide them with professional teaching, valuable qualifications and a positive learning experience. Higher educational Institutes are creators of human capital for the country. So, it's imperative that a holistic development should be their prime motive. Institution should adapt for some best practices to encourage the staff and students and it is necessary to learn about the Institutional values and best practices.

Keywords: Best Practices, NAAC, HEIs

NAAC has come up with changes for the year 2021 and NAAC sustained all the changes made as [Revised Accreditation Framework (RAF) of 2020.](#) The NAAC's new format or Revise Accreditation Framework (RAF) is effective from Jan 2020 in which NAAC has made some changes in all the seven criterions, in qualitative (Q1M) and quantitative QnM) matrices with weightage. NAAC in short has removed some unimportant Q1M and QnM and introduced new Q1M and QnM with a different weightage after collecting lot of input from stakeholders.

The Major Changes of 2020 that NAAC Sustained in 2021-

1. Weightage of Student Satisfaction Survey (SSS) is increased to 60 from 50 Marks.
2. Weightage of Optional Metrics is reduced to 30 from 50 Marks.
3. Peer Team Visit Pre-qualifier 25% in Quantitative Metrics (QnM) i.e. DVV instead of 30%. (Instead of195 Marks, now the institute will need 163 Marks.)
4. File upload size increased to 5MB from 3MB.
5. Total number of Key Indicators (KIs) is reduced to UG-31& PG-32 from 34.
6. Total number of Qualitative Metrics (Ql) is reduced to UG-35 & PG-36 from 41.
7. Total number of Quantitative Metrics (Qn) is reduced to UG-58 & PG-60 from 80.
8. Separate Manual is prepared for Institutes running UG and PG programs.
9. An Appeals Committee constituted for the purpose will consider the appeal and make recommendations to the Executive Committee (EC). The decision of the EC shall be binding on the institution. Generally the recommendations may be Re-DVV, Re-Visit, No Change, etc.
10. Institutions, which would like to make an improvement in the accredited status/Grade, may volunteer for re-assessment, after completing at least one year, but not after the completion of three years.

The Minor Changes that NAAC made for 2021:-

At the end of 2020 NAAC announced some changes in formats but that is specific to Excel Formats only. NAAC made these changes in MS Excel formats to bring in more clarity in the existing formats where NAAC is looking for higher education institutions to fill in the relevant data that exactly NAAC is looking at.

BEST PRACTICES

Indian HEIs are generating new ideas through research and innovation. NAAC has provided 100 points to Innovations and Best Practices (Criteria VII) in overall assessment and accreditation of a college. NAAC has provided 30 points weightage for two Best practices itself. It is Qualitative Matrix.

Best practices are those which add value to human life and support main cause of an institution. It helps in development of an institution—a source/ means to perform social responsibility. It can change the life of whole institution as well as individual stake holders. Colleges undertake different types of best practices as per their institutional environment; try to bring about innovations and new ideas. Traditional system of teaching-learning and college as the place meant only to cater knowledge has been altered drastically; it is now, hailed as the centre for many activities—socio-economic, political and cultural reformations. Use of technology is the driving force in today's education system. Colleges can turn such technology courses into their best practices which as institutional social responsibility (ISR) can boost the educational atmosphere of the college, connect to the ground level; in turn it could generate social soft power for the growth.

The NAAC has developed and published a series of best practices of various institutions as per seven criterions of assessment and accreditation, some are case studies. Best practices reflect the credibility and cheerful life of a college. These practices are able to instil the scientific approach to issues or problems of society. Best practices are the agents of change for a particular educational institution and society as well.

The best practice benchmarking approach is an inductive approach to quality management in Higher Education Institutions with the focus on practice and continuous improvement. The following can be some of the best practices in HEIs as they can be easily implement and fully student oriented.

- Curricular Aspects.
- Community Engagement-Case Studies.
- Evaluation of Students - Case Presentations.
- Higher Education.
- Higher Education for Quality Management.
- Internal Quality Assurance Cell Activities.
- Library and Information Services: A Case Presentation.
- Students Feedback and Participation - Case Studies.

Following are the two Best Practices of own institution, given as per the NAAC format.

Best Practice I
1. Title: "Green Campus Initiatives"

2. Objectives of the practice: Institution has initiated this practice with following objectives

a. To create and promote awareness of environmental issues among the students, staff
   and society.
b. To conserve water resources through rainwater harvesting
c. To plant more plants especially of medicinal value
d. To impart Reduce, Reuse and recycle policy in the campus
e. To study the Flora of the college campus

3. **The context:**

The institution has started this practice to impart knowledge, create awareness and develop an attitude of concern towards the nature. Clean environment gives a peaceful mind which is must for learning, working and to actively participate in various activities of the college campus.

4. The Practice:

The college conducts periodically a green audit. The objective of the green audit is to promote the Environment Management and Conservation on the college campus and introduce and aware students to the real concerns of environment and its sustainability. We have undertaken a program of labeling the plants on the college campus. Vermi-composting unit in the campus creates awareness of the solid waste management and recycle solid waste from the college campus. The produce of Vermi-compost is used for the garden plants of our own campus. Borewell recharge pit is on the college campus that ensures the rainwater harvesting. The college is using renewable energy like solar energy for water heaters in girls and boys hostels. Solar street lights along the roadside on campus are also installed and used efficiently. The college has preserved Flora on the campus. Signboards/posters are displayed on the college campus for encouraging ideas of reduce, reuse recycle policy in the campus.
LED bulbs are installed in the college buildings to save electricity. College observes 'No Vehicle Day'.

5. Evidences of Success:

This best practice has proven to be successful through the following activities:
Through periodical tree plantations, Flora on the campus has enriched, which has turned into 360° eco-friendly campus.
Awareness campaign for the Reduce, Reuse and recycle policy in the campus through signboards/display boards made campus with less use of plastic.
 Vermi-composting units helped us to convert solid waste into organic fertilizers which have minimized the solid waste on the campus.

No Vehicle Day helps us to minimize the air pollution on the campus.

Through the guest- lectures / NSS/NCC activities, students are made aware of environmental issues. Green audit of the campus is done periodically and regularly.

A mandatory paper on Environmental awareness at Second Semesters of B.A/B.Sc level ensures the creating awareness

6. Problems Encountered and Resources Required:

 The main problems encountered during the practice of Green Campus Initiative are

1. Even though of constant monitoring, change in climatic conditions effect the growth, flowering in the plants present in campus.

2. Plantation and Growing of medicinal plants is more expensive.

Best Practices II

1.**Title:** "Orientation Programme"

2.Objectives of the practice:

1. To welcome the students to new campus

2. To familiarize students to semester system

3. To educate the students about rules and regulations of the college and University and Government as a whole.

4. To remove the complexities of the students

5. To discover students talents

3.   **Context**

   To streamline the student belonging to different walks of life and educating under different environments, the orientation programme is essential to bring harmony in the undergraduate education process, to make them a major stakeholders and perform in smother manner. During this academic year orientation programme entitled "Shravana" was organized on 24-07-2019.

4. The Practice:

 The programme divided into the two sessions formally and informally introduces the students to college environment. First session in a very formal way elaborates the vision – mission goals and objectives of the college. Next students are introduced to the new learning environment with formal compulsions and amenities. Second session makes acquaintances among the students to various cultural activities. The students participatory session becomes best platform to explore the the hidden talents of the student which can be nurtured and exposed to competitive environment for their individual development as well as institutional development.

5. The evidence of success:

The evidence is related in college results in terms of 94 centum scorers, 3 ranks to university Gold Medalists, 08 University Blues, 15 students participated and own prize in various co-curricular activities. The students are also able to enrol their name in NCC, NSS and YRC units. They have cultivated the skill of organizing the functions and team works and updating knowledge. They also learnt to follow the code of conduct in the institution.

6. Problems encountered and Resources required:

The problems encountered with this practice are: 1. Financial constrains in resourcing experts 2.Liberation in participation by students. Further this programme requires resource persons like multilingual experts and Event Managers. This problem can be mitigated by applying UGC grants under Dhiksha Scheme in days to come ahead.

Conclusion:

Higher Education Institutions which adapt for some best practices to encourage the staff and students definitely find good results. The best practices are the evidences for the success of the students as well as the institution. As NAAC provides points during accreditation, every institution will have such best practices and activities. Through students the advantages of activities can be spread all over thus helping in building the nation.

Higher Educational Institutes are creators of human capital for the country
"STUDENTS ARE THE PILLERS OF THE NATION"

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Optout Metrics Under Revised NAAC Guidelines

Best Adoption of Opt out Metrics by the Colleges in NAAC A & A Process

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Abstract

National Assessment and Accreditation Council (NAAC) is established for assessing the '**Quality Status**' of the Higher Education Institution (HEI) in the entire Nation. Quality of the Higher Education Institution (HEI) is assessed by a systematic procedure and it provides suitable grades to the HEI's. There are seven criteria which form the basis for assessment. Under each criterion, there are many Key Indicators (KI) identified. Under each Key Indicators, various Metrics are formed to assess the HEI's Quality.

NAAC has provided opt out metrics as an option to the colleges. While preparing for Self Study Report (SSR), if some metrics are not applicable to the colleges, then colleges can opt out in those particular metrics.

The present study throws light on the opt out metrics allotted in NAAC manual for UG and PG colleges and compares the opt out option in the previous manual with the Revised Accreditation Framework (RAF) manual. On the basis of RAF-2020 the paper suggested the suitable adoption of opt out metrics by the affiliated colleges to improve the grades in NAAC assessment.

Key words: affiliated College, Assessment, Metric, NAAC manual, Opt out, Quality, RAF

1.1 Introduction

Any product, activity or anything Quality is the most important factor for valuing a thing and most importantly and 'Quality' also shows the excellence of that particular aspect. Likewise, even in education is one of the most important aspects which require a high range of Quality, especially in Higher Education. In this backdrop, National Assessment and Accreditation Council (NAAC) was established in 1994 to assess the 'Quality Status' of the Higher Education Institutions (HEIs) in India. NAAC evaluates the quality in terms of performance of the HEIs by using Quality Indicator Framework (QIF). QIF is the backbone of complete NAAC assessment and consists of 7 criterions all together they assess the Curriculum Aspects, Teaching Learning Activities, Research Actives and Extension, ITC and Infrastructure, Student Support, Governance Leadership and Management and Best Practices of the HEIs.

1.2 Need of the study

To address the diversity in the Education System NAAC has come out with the concept called optional metrics/ opt out metrics. Provision is given to HEI's to opt out certain

metrics which may not be applicable to them for various reasons. It's important that colleges effectively utilize the option in the assessment process.

In this regard the present study throws light on the opt out metrics allotted in NAAC manual for UG and PG affiliated colleges and compares the opt out option in the previous manual with the Revised Accreditation Framework (RAF) manual. On the basis of RAF-2020 the paper suggested the suitable adoption of opt out metrics by the affiliated colleges to improve the grades in NAAC assessment.

1.3 Objective of the study

★ To assess the changes made in the opt out metrics in NAAC manual.
★ To suggest the suitable adoption of opt out metrics by the colleges to improve the grades.

1.4 The NAAC Assessment Process

In the year 2017, NAAC revised the Assessment and Accreditation Framework and made the whole A and A process transparent, ICT enabled, and Robust. According to the Revised Accreditation Framework the assessment process will be carried out in the following stages:

**Figure 1: NAAC Assessment Process**
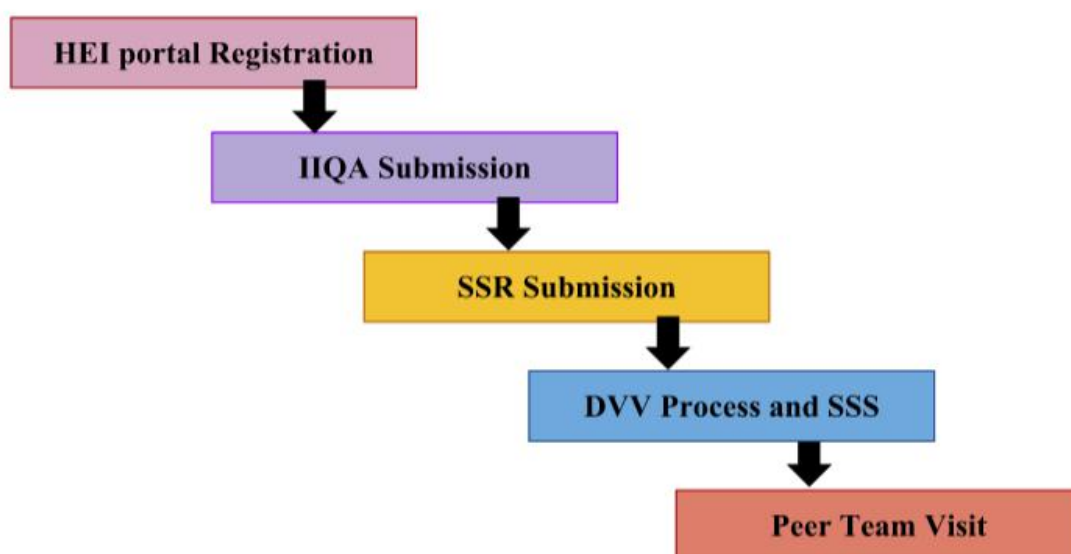
The NAAC Assessment Framework

QIF is the backbone of complete NAAC assessment and consists of 7 criterions. Under each criteria few Key Indicators (KI) are identified. In order to assess the HEI quality in detail under each Key indicator metrics are formed. Metrics are further classified as follows:

a. Quantitative Metric (QnM): Data required quantifiable facts and figures. Templates provided in NAAC manual, colleges have to fill required data in numbers. In NAAC assessment 70% of data is in QnM Metrics.

b. Qualitative Metric (QlM): refers to descriptive responses. HEI prepares a write up within specified words prescribed in NAAC Manual. In NAAC assessment 30% weightage is given to QlM Metrics.

Figure 2: Quality Indicator Framework
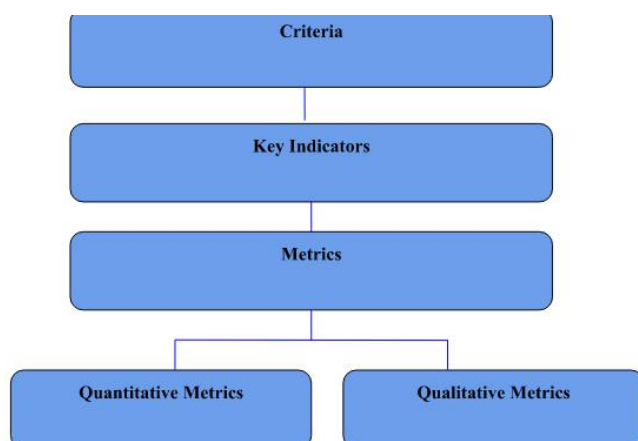
As of RAF-2020, 31 Key indicators are identified for UG affiliated colleges and 32 for PG. The total number of metrics identified for UG and PG affiliated colleges is 93 and 96 respectively. The following table gives details on Qlm and Qnm metrics for affiliated colleges.

Table 1: Metrics Details for Affiliated UG and PG colleges

Metric type	Affiliated UG College	Affiliated PG College
Quantitative Metrics (QnM)	35	36

Qualitative Metrics (QlM)	58	60
Total metrics	**93**	**96**

1.5 Optional Metrics/ Non-Applicable Metrics

NAAC has provided opt out metrics as an option to the colleges. While preparing for SSR, if some metrics are not applicable to the colleges, then colleges can opt out those particular metrics. HEI needs to specify the same in SSR to claim opt out benefit. Further, for such colleges Cumulative Grade Point Average (CGPA) is calculated excluding those metrics.

In both NAAC manual Qualitative metrics are kept mandatory for the assessment and provision is given to HEIs only to opt out from Quantitative metrics. The following table 2 throws light on the structural changes brought in the opt out option in NAAC manual.

**Table 2: Structural Changes brought in Optional metrics in NAAC Manual**

Parameter	Old Manual	Revised Manual
Opt out weightage	Maximum weightage of metrics that can be opted out shouldn't exceed 50 or 5% of total weightage.	Maximum weightage of metrics that can be opted out reduced to 30 or 3% of total weightage.
Criteria wise opt out weightage	Metrics with a maximum of total 20 weightage per criteria can only be opted out.	Metrics with a maximum of total 10 weightage per criteria can only be opted out.
Opt out Criteria	Except criteria 7: Institutional Values and Best practice opt out can to claimed from other metrics	Along with criteria 7, criteria 1: Curricular Aspects andcriteria 2: Teaching, learning and Evaluation also made mandatory.
Opt out metrics appendix	It has given essential metrics list rather than opt out metrics	It is provided with a clear-cut metrics list for UG and PG which

		can be opted out.

Optional metrics/ Opt out metrics as per Revised Accreditation Framework

As per Revised Accreditation Manual, for affiliated UG and PG colleges 14 and 15 metrics respectively identified as optional metrics. HEIs are given the option to out opt the metrics out of these which does not apply to them during SSR submission. Figure 3 and 4 gives metrics wise details under criteria that have opt out provision for Affiliated UG and PG colleges respectively.

Figure 3: Affiliated UG colleges opt out structure
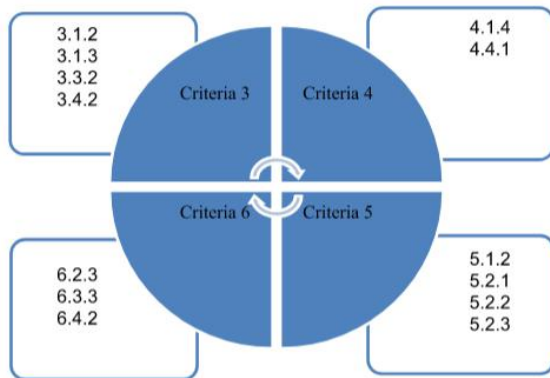
Source: Appendix 1

Figure 4: Affiliated PG colleges opt out structure
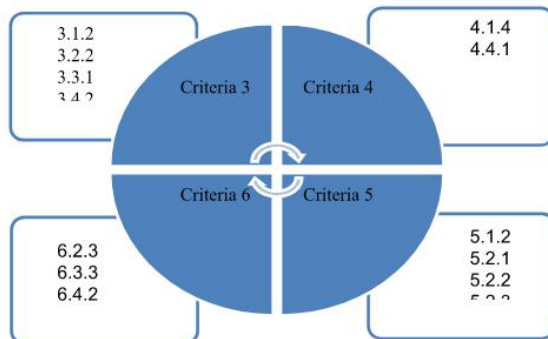
Source: Appendix 2

Conclusion

Providing quality education is the responsibility of the State/Government, thus all the HEI's strive to provide quality education to the students. For this purpose, NAAC will assess and give suitable accreditation with Grades. Securing good grades not only shows the quality of education, but also helps in getting benefits such as Funds for infrastructure facilities and many others. To facilitate the college in getting good grades flexibility is brought in the process by introducing Optional/ Opt out/not applicable metrics. HEIs provided with the option to opt out certain metrics which will not apply to them while preparing for SSR. In such cases colleges Cumulative Grade Point Average (CGPA) is calculated excluding those metrics. As the nature of HEIs in India is heterogeneous in terms of geographical area, management, student strength, infrastructure, student assessment and research exposer etc. to some extent the opt out option give justice in grading.

To prepare our HEIs for Global competition and uplift the quality in higher education institutions in India NAAC as reduced the opt out weightage from 5 percent to 3 percent in Revised Accreditation Manual-2020. Further, in RAF-2020 along with criteria 7, criteria 1 and 2 also made mandatory. Regarding the specification of opt out metrics, RAF-2020 clearly defined the metrics which a HEI can be opted out during SSR preparation. Now its colleges turn to effectively utilize the provision given by the NAAC in improving its grades. Colleges must be educated in this and reason of the provision given by NAAC. Further, taking the heterogeneity and diversity in Indian Higher Education institutions into consideration NAAC as to make revisions in the parameter to list opt out metrics, and make the accreditation process more flexible with the introduction of switching question options to the institutions.

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Appendix 1: Opt out metrics for UG affiliated Colleges

Metric No.	Weightage	Metric
3.1.2 Q$_n$M	5	Percentage of departments having Research projects funded by government and non government agencies during the last five years
3.1.3 Q$_n$M	5	Number of Seminars/conferences/workshops conducted by the institution during the last five years
3.3.2 Q$_n$M	10	Number of awards and recognitions received for extension activities from government / government recognised bodies during the last five years
3.4.2 Q$_n$M	10	Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years
4.1.4 Q$_n$M	10	Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)
4.4.1 Q$_n$M	10	Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in lakhs)
5.1.2 Q$_n$M	05	Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years
5.2.1 Q$_n$M	10	Average percentage of placement of outgoing students during the last five years
5.2.2 Q$_n$M	15	Average percentage of students progressing to higher education during the last five years
5.2.3 Q$_n$M	05	Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/GATE/ CLAT/GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)
5.4.2 Q$_n$M	05	Alumni contribution during the last five years (INR in lakhs)

6.2.3 QnM	04	Implementation of e-governance in areas of operation
		   1. Administration
		   2. Finance and Accounts
		   3. Student Admission and Support
		   4. Examination

6.3.3 QnM	05	Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years
6.4.2 QnM	08	Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Appendix 2: Opt out metrics for PG affiliated College

Metric No.	Weightage	Metric
3.1.2 QnM	**5**	*Percentage of teachers recognized as research guides (latest completed academic year)*
3.2.2 QnM	**5**	*Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years*
3.3.1 QnM	**5**	*Number of Ph.D.s registered per eligible teacher during the last five years*
3.4.2 QnM	**10**	*Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years*
3.5.2 QnM	**10**	*Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years*
4.1.4 QnM	**10**	*Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)*
4.4.1 QnM	**10**	*Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in lakhs)*

5.1.2 QnM	5	*Average percentage of students benefitted by scholarships, freeships, etc. provided by the institution and non-government during the last five years*
5.2.1 QnM	10	*Average percentage of placement of outgoing students during the last five years*
5.2.2 QnM	10	*Average percentage of students progressing to higher education during the last five years*
5.2.3 QnM	5	*Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)*
5.4.2 QnM	5	*Alumni contribution during the last five years (INR in lakhs)*

6.2.3 QnM	4	*Implementation of e-governance in areas of operation*
		   1. *Administration*
		   2. *Finance and Accounts*
		   3. *Student Admission and Support*
		   4. *Examination*

6.3.3 QnM	5	*Average number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the last five years*
6.4.2 QnM	8	*Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)*

Student Satisfaction Survey (SSS)

Dr. B. S. Kamble, Associate Professor and Head Department of Economics

Conditions for conducting Student Satisfaction Survey (SSS)

1. SSS will be conducted simultaneously with DVV process.
2. Higher Education Institutions (HEIs) have to strictly upload data of at least 50% of currently enrolled students as per data template format of excel sheet given in portal.
3. The SSS questionnaire (20 objective & 01 subjective) will be e-mailed to all students and the following rule will be applied for processing the responses.
   a. For colleges – (UG/PG and Autonomous) responses should be received from at least 10% of the student population or 100, whichever is lesser.
   b. For Universities – 10% of the student population or 500, whichever is lesser.
4. If the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation.
5. SSS will be completed within one month after its initiation.

Types of Questions for SSS

There are 21 questions. Of which 20 are objective and 21st is subjective or descriptive.thses questions are listed by National Assessment and Accreditation Council (NAAC) in Key Indicator 2.7.1 Under Criterion II of Teaching Learning and Evaluation

Guidelines for Students

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

A) Please confirm this is the first and only time you answer this survey.

a) Yes b) No

B) Age: C) College Name:

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

E) What degree program are you pursuing now?

      a) Bachelor's   b) Master's   c) MPhil d) Doctorate e) Other (a   )

F) What subject area are you currently pursuing?

a) Arts b) Commerce c) Science d) Professional e) Other: (a)

Instructions to fill the questionnaire

● All questions should be compulsorily attempted.

● Each question has five responses, choose the most appropriate one.

● The response to the qualitative question no. 21 is student's opportunity to give

Suggestions or improvements; she/he can also mention weaknesses of the institute

here. (Kindly restrict your response to teaching learning process only)

Following are questions for online student satisfaction survey regarding teaching

learning process.

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

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

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

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

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

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

7. The institute takes active interest in promoting internship, student exchange, field visit

opportunities for students.
4 – Regularly
3 – Often
2 – Sometimes
1 – Rarely
0– Never

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

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

10. Teachers inform you about your expected competencies, course outcomes and
programme Outcomes.
4 – Every time
3 – Usually
2– Occasionally/Sometimes
1 – Rarely
0– Never

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

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

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

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

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

16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.
4 – To a great extent
3 – Moderate
2 – Some what
1 – Very little
0 – Not at all

17. Teachers encourage you to participate in extracurricular activities.
4 – Strongly agree
3 – Agree
2 – Neutral
1 – Disagree
0 – Strongly disagree

18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability
skills to make you ready for the world of work.
4 – To a great extent
3 – Moderate
2 – Some what
1 – Very little
0 – Not at all

19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.
4 – Above 90%
3 – 70 – 89%
2 – 50 – 69%
1 – 30 – 49%
0 – Below 29%

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

3 – Agree
2 – Neutral
1 – Disagree
0 – Strongly disagree

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

a)

b)

c)

NAAC

Participate in Student Satisfaction Survey (SSS) by NAAC

Dear Students,

NAAC (National Assessment and Accreditation Council) has endeavoured to conduct a **Student Satisfaction Survey (SSS)** the results of which will encompass the accreditation process. The Survey will capture student responses from the list of students provided by the Higher Education Institutes (HEIs). This survey is conducted directly by NAAC to give an opportunity to the students to have their say in assessment and quality improvement process.

NAAC will send online link of the survey to the email address of the student provided by the HEIs, and the student will have to complete and submit the survey in a stipulated time.

Have your say in quality improvement

• Rate your Institution

The questionnaire is based on the Likert type scale that means the students will have to give responses on a scale of 0 to 4, with the most positive response being rated as 4 and the most negative response being rated as 0. Analysis of the survey is done using software which will aggregate the responses and generate the score of Student Satisfaction Survey which is important Key Indicator in overall grade of institution.

• Suggest Improvements

In SSS, twenty of the twenty one questions will be objective in nature, while one question is open ended to elicit observations and suggestions for improvements thereby providing an opportunity to the student to give suggestions and criticisms in their own words. The questionnaire consists of several facets of the teaching learning process.

• Identity Not Disclosed

Students are randomly selected for the survey by system. Except particular student nobody will know which student has received the SSS email and what they have responded. Thus the students will remain anonymous throughout the process.

More details on survey are available on NAAC website **http://www.naac.gov.in/apply-now**

Student Survey has 30 to 60 weightage (as per type of institution) in the scoring of institutional Grade and hence responses from students can play a critical role in determining institutional grade. It is desired that active participation of students in survey will not only empower the students but also help institutions in continuous quality improvement through student engagement.

Conclusion

As mentioned in the data template HEI should upload the student list create awareness about the SSS objective, students role, and also as

References

Peer Team visit Process in NAAC Guidelines

Peer Team visit of the institution should not exceed three months after clearance of Pre-qualifier stage.

Based on the size and scope of academic offerings at the HEIs, the number of days and experts for onsite visit may vary from 2-3 days with 2-5 expert reviewers visiting the institutions. The visiting teams' role would be very specific in the revised model limited to

Qualitative Metrics (QlM). The teams would play an important role in reviewing the intangible aspects.

NAAC will disclose the details of the Peer Team members only three days before the scheduled PTV dates. HEIs will not be responsible for Logistics for the Visiting Teams. Hence forth NAAC will directly take care of all the logistics regarding the Peer Teams visiting the institutions. All payment towards TA, DA, Honorarium, etc., will be directly paid by NAAC to the nominated members. There would be no financial transactions between the Institution and the Peer Team members.

The institutions need to add a link in home page of their institutional website for NAAC records/files viz., SSR, Peer Team Report, AQAR, Certificate of NAAC and Accreditation documents etc., for easy access by its stakeholders. The said link should be clearly visible/ highlighted (without password).

D.V.V Process

Any Institution found to be providing wrong information/data during validation and verification stage will be asked for clarifications. On the basis of clarifications submitted by the HEIs the data will be again sent for DVV process. The process of Data Validation and Verification (DVV) by NAAC will be done in not more than 30 days.

11. Pre-qualifier: The Quantitative Metrics (QnM) of SSR will be sent for Data Validation and Verification (DVV) Process. After DVV process, a DVV deviation report will

be generated. On the basis of the deviation report, the A&A process will proceed further as per the following conditions:

a. HEI who's Metrics are found to be deviated will be liable for the penalty or legal action. Their first installment of accreditation fees will also be forfeited, and the name of such HEI will be sent to statutory authorities for further actions.

b. HEI that clears the DVV process will proceed for Peer Team Visit with a condition of a Pre-qualifier, that the HEI should score at least 25% in Quantitative Metrics (QnM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees. Such HEIs are eligible to apply again only after six months from the day of declaration of Pre-qualification status.

12.   After the DVV process, NAAC will intimate the HEI, regarding the status of the pre-qualification. Only pre-qualified HEIs will enter the next round of assessment to be done by the Peer Team during their on-site visit. The focus of Peer Team visit will be on the Qualitative Metrics (QlM).

SOP

Standard Operating Procedure (SOP) For Data Validation and Verification of Affiliated PG Colleges for HEIs as on 01/01/2021

Introduction

A: General Guidelines for HEIs

Note: Relevant original documents signed by the concerned authorities, and/or members of the committee should be scanned and uploaded. Insertion of signature(s) and insertion of the

header of the Institutional letter head in the documents for proof of evidence shall not be acceptable.

1. The NAAC HEI Portal supports only 5MB data for each metric. If the attachments exceed 5MB, the HEI should host the supporting documents on the HEI"s website and provide the link of the same in the template and/or in the HEI-DVV clarification response.

2. Data/supporting documents should not be provided on Google Drive, Microsoft one drive, Amazon Cloud or any third-party websites. Any such uploads will not be considered for the data validation and verification process.

3. While providing the links of the HEI"s website where the supporting documents are hosted, the institution should provide the link in the HEI"s clarification box. While providing the links in the running text, to enable the hyperlink, press "Enter Key", then paste the link, and again press, "Enter Key". Provide the relevant supporting documents as per the SOP during the SSR submission to facilitate speedy DVV clarification process.

4. It is mandatory to fill the templates in the specific formats provided by NAAC. The HEI is not supposed to alter the template format in which the data is sought. The documents uploaded should be clearly readable for the claims made.

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

6. Whenever the data is voluminous, the DVV Partner will seek for details from selected sample documents for validation. Before submitting the clarification responses to the DVV, the institution should report to NAAC.

7. HEI should ascertain that all documents sought by the DVV Partner are uploaded before submitting the clarification responses.

8. Once the data is uploaded and the links are submitted to the NAAC, changes/ additions are not permissible and such changes in the documents (if any) will be tracked and viewed seriously, which may lead to actions against the HEI. While providing links, the institution should ensure that links are operational.

9. The institution should give the links as appropriate to the metric and not general links whose landing page is the HEI"s home page. In case the links do not work during the DVV validation/clarification stage, the decision of NAAC will be final.

10. Content of the supporting documents in regional languages should be translated to English and should be duly signed by the Head of the Institution. The translated copy should be uploaded along with the original regional language document.

11. All supporting documents submitted along with the SSR and additional documents submitted during the DVV clarification process should be duly endorsed by the competent authority.

B: Guidelines for specific operations:

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

1. While setting your digital camera, set the location on.
2. If you are taking photos using a smart phone, then set the location on.
3. Take pictures only after setting the „location on‟ mode.
4. Download the pictures on to a computer system and examine the properties. In properties, click on the details tab, scroll down to see GPS: you will see a picture as shown below, the value entries for latitude and longitude will determine the location where the photo is taken.
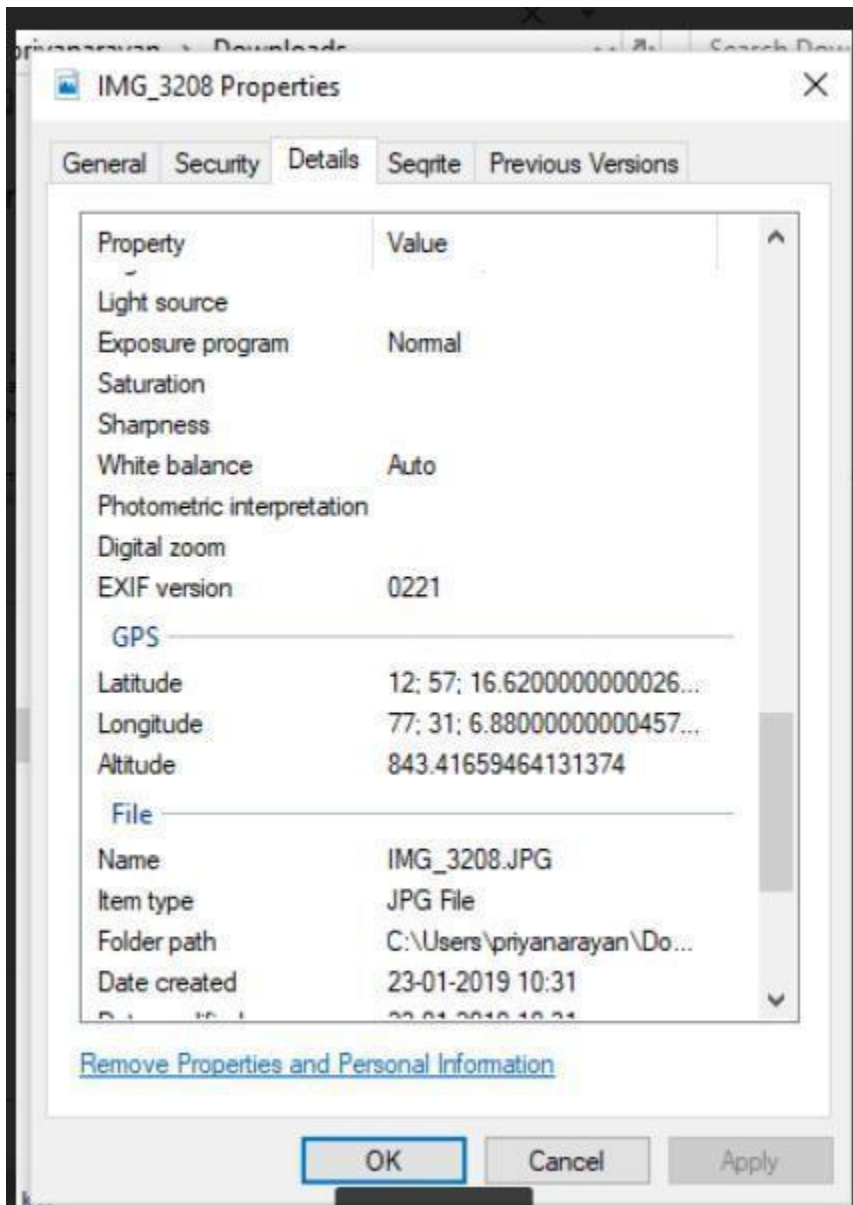
1.

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

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

5. Any other clarifications may be sought from the NAAC by the HEIs

Part-D Proceedings & Action Plan
Proceedings and Action Plan/outcome of the Seminar: 26.02.2021

NAAC Sponsored Seminar is come out with the following Proceedings Action Plan. It is very much helps to the participant Institutions and paper contributors for policy initiatives in IQAC Meeting.

Sl. No.	Proceedings	Sl. No	Action Plan/Outcome
1	NAAC established in 1994 and introduced revised RAF on 19th December,2019 effected from 01.01.2020	1	All the HEI's should take printout of RAF and distribute among the Criterion heads.
2	It bring more transference objectivity and simplicity in the process	2	To understand the simplicity of RAF
3	Vision, Mission and case values of NAAC	3	All these should be inculcate in the institutional Vision, Mission and Core Values and in Criteria Metrics turn
4	Change in the A and A process	4	Understand the online process, Assessment Ratio of 70:30 by SGS and PT judgment respectively
5	Fee Structure and logistics	5	To know the recent changes in the fee structure and also logistics
6	Assessment process	6	To understand the stages of Assessment process: SSR, SSS, DVV PT Documentation, prepare students for SSS, procedural details should be distribute and made them to perfect in collecting data
7	Assessment outcome	7	To have knowledge about the PT Report, graphic presentation and institutional grade sheet
8	Grade and Accreditation Status	8	To understand CGPA in terms of letter grades A++, A+, A, B++, B+, B, C++, C+, C & D
9	Mechanization for institutional Appeal	9	To understand the method of submission of appeals for unsatisfied grade within 15 days through HEI portal of NAAC
10	Composition of SSR	10	To study and understand the composition of SSR Executive Summary, Profile of institution, Extended profile of the institution, QIF and data templates.
11	Quality Indicator Framework	11	To know the details of QIF [Key indicators, metrics and SOP for DVV]
12	Criteria and Key Indicator, Metrics and Weight [UG & PG]	12	To study the 7 Criteria, Key indicators 31/32, 58/60 QlM and total metrics 93/96 in UG/ PG respectively. Works out the low, average and high performance Key Indicators.
13	D.V.V. Process	13	Understand the Deviation from SSR, time line to get DVV clarification

14	AAA	14	HEI's should list the types of AAA, conduct periodically and prepare the reports. 15 Stakeholders need to take print of the SOP guidelines. Accordingly collect the data
15	Curriculum Aspects	15	To know the curriculum aspects such as; curriculum planning and implementation of Key Indicators 1.1. Curriculum Planning and Implementation, 1.2 Academic Flexibility, 1.3 Curriculum Enrichment and 1.4 Feedback System
16	Teaching Learning and Evaluation	16	To prepare data on Key Indicators 2.1 Student Enrolment and Profile, 2.2 Catering to Student Diversity, 2.3 Teaching-Learning Process,2.4 Teacher Profile and Quality, 2.5 Evaluation Process and Reforms, 2.6 Student Performance and Learning Outcomes, 2.7 Student Satisfaction Survey
17	Research, Innovation and Extension	17	To understand the policies, practices and outcomes of the institutions about resource mobilization for research Key Indicators 3.1.Resource Mobilization for Research3.2 Innovation ecosystem 3.3.Research Publications and Awards 3.4 Extension Activities, 3.7 Collaboration
18	Infrastructure and Learning Resources	18	To analyse the adequate infrastructure for academic and non academic developments. It includes Key Indicators 4.1 Physical Facilities, 4.2 Library as a Learning Resource, 4.3 IT Infrastructure, 4.4 Maintenance of Campus Infrastructure
19	Student Support and Progression	19	To undertake efforts to provide necessary Key Indicators 5.1. Student Support, 5.2 Student Progression, 5.3 Student Participation and Activities, 5.4 Alumni Engagement
20	Governance, Leadership and Management	20	To understand the parameters includes are : key indicator 6.1.Institutional Vision and Leadership, 6.2.Strategy Development and eployment,6.3.Faculty Empowerment Strategies,6.4.Financial Management and Resource Mobilization,6.5.Internal Quality Assurance System (IQAS)
21	Institutional values and Best Practice	21	To understand and aware of Key Indicators : 7 .1.Institutional Values and Social Responsibilities,7.2.Best Practices, 7.3.Institutional Distinctiveness
22	Team work	22	Establish IQAC and allocate the criterion guidelines, data inputs list, SOP for preparation of SSR, Academic committees should be form and work regularly
23	Concepts QIF; Programe course, PO, PSO and CO, Scopus, full time teachers, student diversity, gender equality etc.	23	To obtain the concept from the appendix I, glossary and notes for clarity

PHOTO GALLERY

Inauguration of the seminar

Keynote Speaker

Dr. P. M. Herekar

Resource Person

DR. D. K. Kamble

Resource Person

Dr. M. B. Kothale

Presidential Remarks

Introduction of Theme

Introduction of Guests and Resource Person

Dr. M. M. Hurali

Dr. R. G. Kharabe

Dr. B. S. Kamble

Dr. Atulkumar Kamble

Paper Presenters

Dr.M.M. Shannkrikopp

Prof. Nivas M. Mhalunge

Participants

Different colleges

Feedback by delegates

Dr. P.B.Teggihalli

Dr. B. S. Kamble is a post graduate and Doctorate in Economics from Karnataka University, Dharwad. He has served with distinction as associate at NCAER, New Delhi and India Population Centre Bangalore for endline survey on Health and Smokless Choolas. He started his teaching profession in 1988. Since then he has served in R. D. Composite Junior College, Chikodi, KLE's SVS Bellubbi College, Savadatti, SSMS College, Athani. During his journey of service, he has participated & presented 30 papers, of them 15 were published in national and international journals. He delivered more than 10 lectures as resource person and chaired more than 12 technical sessions in seminars, conferences and workshops. He is associated with various academic associations and professional bodies.

He was visiting lecture for M.Com programme at B. K. College, Chikodi and teaching P.G Course in G. I. Bagewadi College, Nipani. He completed two UGC funded MRPs and motivating students to undertake research projects by assigning projects on local issues to the students.Recently Certificate Course on Dairy Science is approved by UGC. He successfully guided nine M.Phil and one Ph.D research scholars. He was associate with the AISHE, NIRF and now he is a IQAC Coordinator. Dr. B. S. Kamble is presently serving as an Associate professor and Head, Department of Economics at K.L.E Society's G. I. Bagewadi Arts, Commerce and Science College, Nipani.