

Principal Govt College alampur

No /16

Date

To,

Director

NAAC Accreditation

Banlglore

Sub- SSR for NAAC Accreditation

With reference to the subject cited above , We are
Self study report of Govt.College Alampur for NAAC Accreditation

DR.D.R.Pawaiya

Principal

Principal Govt College Alampur Bhind M.P.

~~The Self-study Report~~ NAAC Accreditation

Place-Alampur
Date-

Dr.D.R.Pawaiya
Principal

Principal Govt College Alampur Bhind M.P.

No- /16

Dated

Declaration

This is to Certify That the daa included in this Self Study Report (SSR)is true to the best of my knowledge and belief.This ssrhas been prepared by the College after internal discussion,and no part there of is outsourced

DR.D.R.Pawaiya

Principal

Govt College

Alampur Bhind

Principal Govt College Alampur Bhind M.P.

Preface

The Govt College alampur dist. Bhind is situated in the rural area of gwalior chambal division. It is just 110 km. far from gwalior. 90km. from bhind and 100 km. from jhansi. the alampur belonging to distt bhind is totally feudal in mentality. It has very spiritual places like pitambra peeth datia. rawatpura sarkar lahar. kankshi sarkar lahar sankua seondha and dadroa sarkar mehgaon bhind. alampur is also a very important place known for an independent capital of holkar state Itschhatri is also very important to attract tourists

The College is running BA, Bsc, and MA Classes in various subjects Bsc covers Bio and Math Both . In PG There are pol. sc and hindi on regular basis and sociology , Sanskrit and history are taught on self finance system The college is empowering the education to make people feel how to ensure progress and how to eradicate Feudal mentality

This is a Backward rural area full of sc, st, Obc population. In a long area of 40-50 Km. there are no other govt. college to provide cheap education to the people of weaker sections. So this college has an importance to empower the education. College has a big Campus and little building, no sports field so NAAC Accreditation is necessary to seek the financial aid from various agencies like UGC and RUSA. this will help us in developing Classrooms Sport fields departments faculties, Campus and Library enhancement and other infrastructure mobility

The College has sufficient staff. maximum number of teachers are Phd and Mphil. Some of them are providing their intelligency and guidance to the students of the college , they have come from after transfer

There is a possibility to enhance the activity of research work like PhD. so the SSR of this College is being sent in the interest of students and people of the area to empower their skill and development.

DR.D.R.Pawaiya

Principal

Principal Govt College Alampur Bhind M.P

The Self-study Report NAAC Accreditation

PREPARATION OF SELF-STUDY REPORT

1. Profile of the Affiliated / Constituent College

1. Name and Address of the College:

Name :	GOVT COLLEGE ALAMPUR	
Address :	ALAMPUR THE LAHAR DISTT.BHIND M.P.	
City :	Pin :477449	State :M.P.
Website :	http://highereducation.mp.gov.in/gdcalampur	

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	DR. D.R. PAWAIYA	O: R:	94257550 42		hegcalabhi@mp.gov.in
Vice Principal	DR.A.K.GUPTA	O: R:	99930670 43		hegcalabhi@mp.gov.in
Steering Committee Co-ordinator	DR.O.P.CHACK	O: R:	92007257 85		hegcalabhi@mp.gov.in

3. Status of the Institution:

Affiliated College to
jiwaji university gwalior

College

4. TO Constituent

Any other (specify)
No

4. Type of Institution:

- a. By Gender Co-education
- i. For Men
- ii. For Women
- iii. Co-education
- Co-education**

- b. By Shift
- i. Regular
 - ii. Day
 - iii. Evening

Day

5. It is a recognized minority institution?

Yes

No

No

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

NA

6. Sources of funding:

- Government
- Grant-in-aid
- Self-financing
- Any other
- Government**

7. a. Date of establishment of the college: 09/08/1983 (dd/mm/yyyy)

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

JIWAJI UNIVERSITY GWALIOR

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	1997-98	
ii. 12 (B)	1997-98	

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

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

Under Section/ clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	GOVT M.P.	09/08/1983	FOR EVER	
ii.				
iii.				
iv.				

(Enclose the recognition/approval letter)

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: ...NA..... (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes No

If yes, Name of the agency ...NA..... and

Date of recognition:NA..... (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	RURAL
Campus area in sq. mts.	5.75 hectare
Built up area in sq. mts.	500Sq mtss

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

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities NO

- Sports facilities YES

* play ground YES

* swimming pool NO

* gymnasium NO

- Hostel NO

* Boys' hostel
NO

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i. Number of hostels

ii. Number of inmates

iii. Facilities (mention available facilities)

*
NO Girls' hostel

i. Number of hostels

ii. Number of inmates

iii. Facilities (mention available facilities)

* Working women's hostel

NO

i. Number of inmates

ii. Facilities (mention available facilities)

- Residential facilities for teaching and non-teaching staff (give numbers available – cadre wise) NO
- Cafeteria –NO
- Health centre -NO

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....

Health centre staff - NO

Qualified doctor Full time Part-time

Qualified Nurse Full time Part-time

- Facilities like banking, post office, book shops NO
- Transport facilities to cater to the needs of students and staff NO
- Animal house NO
- Biological waste disposal NO
- Generator or other facility for management/regulation of electricity and voltage YES
- Solid waste management facility NO
 - Waste water management NO
 - Water harvesting NO

12. Details of programmes offered by the college (Give data for current academic year)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under-Graduate	BA/BSC	03 YEARS	12TH	HINDI	480	480
	Post-Graduate	MA IN 05 SUBJECTS	02 YEARS	GRADUATE	HINDI	150	150
	Integrated Programmes PG						
	Ph.D.						
	M.Phil.						
	Ph.D						
	Certificate courses						
	UG Diploma						
	PG Diploma						
	Any Other (specify and provide details)						

13. Does the college offer self-financed Programmes?

Yes YES No

If yes, how many?

BSC (BIO& MATH) MA IN 03 SUBJ. HISTORY,SANSKRIT

SOCIOLOGY

14. New programmes introduced in the college during the last five years if any?

Yes	No	NO	Number

15. 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 programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science	YES	BA/BSC		NO
Arts	YES		MA	NO
Commerce				
Any Other (Specify)				

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA,

M.Com...)

- a. annual system NO
- b.
- system YES
- ctrimestersystem NO

semester

17. Number of Programmes with

- a. Choice Based Credit System No
- b. Inter/Multidisciplinary Approach yes
- c. Any other (specify and provide details) No

6. Does the college offer UG and/or PG programmes in Teacher Education?

Yes No No

If yes,

- a. Year of Introduction of the programme(s) 09/08/1983 (dd/mm/yyyy) and number of batches that completed the programme
- b. NCTE recognition details (if applicable)
Notification No.: NA Date:
(dd/mm/yyyy)

Validity:.....

- c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes No
NO

19. Does the college offer UG or PG programme in Physical Education?

Yes No NO

If yes,

- a. Year of Introduction of the programme(s)...NA (dd/mm/yyyy) and number of batches that completed the programme
- b. NCTE recognition details (if applicable)
Notification No.: NA
Date: (dd/mm/yyyy)
Validity:.....

- c. Is the institution opting for assessment and accreditation of Physical Education Programme separately? Yes No

20. Number of teaching and non-teaching positions in the Institution

	Teaching faculty				
	Professor	Associate Professor	Assistant Professor		

	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government <i>Recruite</i>	0	0	0	0	09	0	06	0	02	0
<i>Yet to recruit</i>										
Sanctioned by the Management/ society or other authorized bodies <i>Recruited</i>	0	0	0	0	0	0	0	0	0	0
<i>Yet to recruit</i>	0	0	0	0	0	0	0	0	0	0

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.					05		05
M.Phil.					01		01
PG							
Temporary teachers							
Ph.D.							
M.Phil.							
PG							
Part-time teachers							
Ph.D.					03	01	4
M.Phil.							
PG							

22. Number of Visiting Faculty /Guest Faculty engaged with the College. 04

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	167	55	191	70	170	75	140	86
ST	0		01	04	03	02	00	00
OBC	434	290	417	294	445	329	390	295
General	138	156	138	161	126	135	144	174
Others	00	00	00	00	00	00	00	00

24. 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					
Students from other states of India					

NRI students					
Foreign students					
Total					

25. Dropout rate in UG and PG (average of the last two batches)

UG NIL PG

26. Unit Cost of Education

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

(a) including the salary component

(b) excluding the salary component

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes No

If yes,

a) is it a registered centre for offering distance education programmes of another University

Yes No

b) Name of the University which has granted such registration.

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes No

28. Provide Teacher-student ratio for each of the programme/course offered
1/76

29. Is the college applying for

Accreditation : Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re-Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re- accreditation)

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

Cycle 1: 31/05/2016 (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 2: NO (dd/mm/yyyy) Accreditation Outcome/Result..... Cycle

3: NO (dd/mm/yyyy) Accreditation Outcome/Result.....

**** Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.***

31. Number of working days during the last academic year.

180

32. Number of teaching days during the last academic year

(Teaching days means days on which lectures were engaged excluding the examination days)

180

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC 01/07/2008 (dd/mm/yyyy)

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

AQAR (i) NA (dd/mm/yyyy) AQAR (ii)

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

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

..... (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include. (Do

not include explanatory/descriptive information)

It is a college situated in the rural area with obc,sc, , potential/majority

2. Criteria - wise Inputs

CRITERION I: CURRICULAR ASPECTS

4.1 Curriculum Planning and Implementation

Curriculum planning is being implemented under the instruction of higher education mp govt and the pattern and syllabus established by the university - jiwaji university gwalior]to which we are committed

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

institutions is totally devoted to educate the students of this rural areas fully obc, sc,majority.the college provide the education under UG & PG courses comprising BA/Bsc/MA in a large areas of 40 KM in diameter (circle)

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

Institution /College develops & deploy its action plans for affective implementation of the curriculum under the instructions and programmes set by higher education mp govt such as College chalen abhiyan and door to door contact by the teachers

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

The higher education mp govt and the university concerned give the procedural and practical guidance and instructions from time to time

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

The teachers delivers Class room transactions on the Curriculum provided by the affiliating University or other Statutory agency Having with healthy library, Cultural and literary facilities for extra Curriculum The College has a Sport Officer

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

The College reaches out to the beneficiaries such as industries research bodies and the university in effective operationalisation of the curriculum through its project works

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

To the development of the curriculum some teachers are doing their jobs in board of studies to set the syllabus and providing the guidance to the research fellows and remaining are providing supervision and guidance to the project work done by students

4.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university)by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

Not yet

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

The results of the pass out students always remains excellent

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

Pratibha bank and Swami vivekanand careears programmes are running under which senior teachers and the other degnatories give the lectures on various careear opportunities to the students teachers and other officials of other institutions provides the guidance to the students how to prepare for various comptetions and how to establish own industries and business

1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

Not yet

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

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- Range of Core / Elective options offered by the University and those opted by the college
- Choice Based Credit System and range of subject options
- Courses offered in modular form

- Credit transfer and accumulation facility
- Lateral and vertical mobility within and across programmes and courses
- Enrichment courses

Not following

1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

Bsc (Bio and math)and MA 03 subjects -history, sanskrit,sociology Classes are running under self finance programmes, teachers are paid 6000/- per month in each subjects teachers are selected on the guidance and qualification under ugc norms and merrit

1.2.5 does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.

NO

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice" If 'yes', how does the institution take advantage of such provision for the benefit of students?

NO

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

yes

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

Programmes launched by the govt , university and its agencies are implemented

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

No

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

§ moral and ethical values

§ employable and life skills

§ better career options

§ community orientation

None of them

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

Curriculum Provided by the university an government

4.1.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

By excellent results

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

NA

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it

communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

NA

- 1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

Any other relevant information regarding curricular aspects which the college would like to include

NA

CRITERION II: TEACHING - LEARNING AND EVALUATION

2.1 Student Enrollment and Profile

- 2.1.1 How does the college ensure publicity and transparency in the admission process?

By organizing the College chalen abhiyan the publicity is insured Admission process, fee structure and other informations are displayed on the portal of the college to ensure transparency

- 2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

Merit Based admission under the process of higher education mp govt

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

Admissions are given on merit basis as per guidance of higher education Bhopal mp

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

No mechanism is available to review the admission process

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

- * SC/ST
- * OBC
- * Women
- * Differently abled
- * Economically weaker sections
- * Minority community
- * Any other

No special strategy is adopted at the level of the institution. college simply follows the policy and strategy made by higher education Bhopal mp on all categories mentioned above

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG			
1 BA	240	391	10% increase of seats per
2 Bsc Bio and math	240	685	years as per instructions of
3			

Note- Seats are going to be increased per year because this is a rural areas where no other college is available here! and the level of the study is good so the demand of the admission is increasing each year !before last four year seats in BA were 160 Today these are 240 similarly in Bsc the seats] in last four year increased from 160 To 240

PG			
1 MA	Hindi 30	23	
2	History 30	08	
3	Pol.sc 30	05	
	Sanskrit 30	18	
	Sociology 30	12	

M.Phil.			
Ph.D.			
Integrated PG Ph.D.			
Value added 1 2 3			
Certificate 1 2 3			
Diploma 1 2			
PG Diploma 1 2 3			
Any other 1 2 3			

Admission in pg does not reflect any increase because at this label students go to gwalior and other big cities because they do pg and attend other courses of competitions together

2.2 Catering to Student Diversity

4.1.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The institutions caters the needs differently abled students and ensures adherence to government policies in this regard by providing scholarship under Nishaktjan Chhatrabratti schemes

4.1.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

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Periodical tests are organized! by way of assessing the student be try to know the needs in terms of knowledge and skills we provide material to the students

2.2.3 What are the strategies adopted by the institution to bridge the

knowledge gap of the enrolled students (Bridge/Remedial/Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

No such courses are provided by this college

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

Gender sensitization problem is here! lectures on environment are delivered

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

No

4.1.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

By taking special classes

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

the college plan and organize the teaching, learning and evaluation schedules? through Academic calendar released mp govt highereducation department

2.3.2 How does IQAC contribute to improve the teaching -learning process?

By way of holding observation and supervision through various programmes and events IQAC contributes to improve the teaching -learning process

4.1.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

Through the calendar and syllabus released by highereducation mp govt teachers develop skills such as interactive learning, and

independent learning among the students !This way learning is

made more student-centric

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

Not available

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

Faculties are not available

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

NA

2.3.7 Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

NA

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

NA

2.3.9 How are library resources used to augment the teaching-learning process?

Library provides books and journals to augment the teaching- learning process

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2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

Not yet

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

Through IQAC

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

Male	Female	Highest	Qualification		Assistant Professor	Associate Professor	Total
			Female	Male	Female	Male	Male
		(A)Permanent teachers					
		D.Sc./D.Litt.					
		Ph.D.					
		M.Phil.					
		PG					
		(B)Temporary teachers					
		Ph.D.					
		M.Phil.					
		PG					
		(C)Part-time teachers					
		Ph.D.					
		M.Phil.					
		PG					

- (A) Ph.D asstt. Professor Male 05 Female Nil
M.Phil Male 01
(B) Nil
(C) Ph.D 04

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

NO

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

Nil

(A)Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	Nil
HRD programmes	Nil
Orientation programmes	Nil
Staff training conducted by the university	Nil
Staff training conducted by other institutions	Nil
Summer / winter schools, workshops, etc.	Nil

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

- ✓ Teaching learning methods/approaches
 - ✓ Handling new curriculum
 - ✓ Content/knowledge management
 - ✓ Selection, development and use of enrichment materials
 - ✓ Assessment
 - ✓ Cross cutting issues
 - ✓ Audio Visual Aids/multimedia
- 20**
- ✓ OER's

- ✓ Teaching learning material development, selection and use

Total Nil

c) Percentage of faculty

* invited as resource persons in workshops / Seminars / Conferences organized by external professional agencies

* participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies

* presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies

Total Nil

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

Under Govt. Policies

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

NA

4.1.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

NA

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

Through Calender and programmes released by mp higher education

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2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

NA

2.5.3 How does the institution ensure effective implementation of

the evaluation reforms of the university and those initiated by the institution on its own?

NA

2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

Test and group discussion

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.

Through portal

2.5.6 What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

Nil

4.1.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

Committies established

2.6. Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

Through regular Classes

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

Teachers watch over the students activities an events

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

Through lectures and group discussion

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

Through project works, and visiting the important spots

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

Cce ,project works and practical

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

By holding cces

2.6.7 Does the institution and individual teachers use assessment/evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

By using internet and other modern technics

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

No research consultancy and extension

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

No research consultancy and extension

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

§ autonomy to the principal investigator

§ timely availability or release of resources

§ adequate infrastructure and human resources

§ time-off, reduced teaching load, special leave etc. to teachers

§ support in terms of technology and information needs

§ facilitate timely auditing and submission of utilization certificate to the funding authorities

§ any other

NO

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

No

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

No

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research

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and imbibing research culture among the staff and students.

No

- 3.1.7 Provide details of prioritized research areas and the expertise available with the institution.
No
- 3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?
No
- 3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?
No
- 3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of

research of the institution and elsewhere to students and community (lab to land)

AS per Govt guidelines
3.2 Resource Mobilization for Research

- 3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

As per Govt guidelines

- 3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

As per Govt guidelines

- 3.2.3 What are the financial provisions made available to support student research projects by students?

As per Govt guidelines

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- 3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

As per Govt guidelines

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

As per Govt guidelines

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

As per Govt guidelines

4.1.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four year

As per Govt guidelines

Nature of the	Duration	Title of	Name of the	Total Grant		Total grant
				Sanctioned	Received	
Minor projects	Nil	Nil	Nil	Nil	Nil	Nil
Major projects	Nil	Nil	Nil	Nil	Nil	Nil
Interdisciplinary projects	Nil	Nil	Nil	Nil	Nil	Nil
Industry sponsored	Nil	Nil	Nil	Nil	Nil	Nil
Students' research projects	Nil	Nil	Nil	Nil	Nil	Nil
Any other (specify)	Nil	Nil	Nil	Nil	Nil	Nil

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

Nil

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

Nil

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments / facilities created during the last four years.

Nil

4.1.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

Nil

3.3.5 Provide details on the library/ information resource center or any other facilities available specifically for the researchers?

Nil

4.1.5 What are the collaborative research facilities developed/ created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

Nil

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

- * Patents obtained and filed (process and product)
- * Original research contributing to product improvement
- * Research studies or surveys benefiting the community or improving the services

- * Research inputs contributing to new initiatives and social development

Nil

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

Nil

3.4.3 Give details of publications by the faculty and students:

Publication per faculty

- * Number of papers published by faculty and students in peer reviewed journals (national / international)
- * Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- * Monographs
- * Chapter in Books
- * Books Edited
- * Books with ISBN/ISSN numbers with details of publishers
- * Citation Index
- * SNIP
- * SJR
- * Impact factor
- * h-index

Nil

3.4.4 Provide details (if any) of

- * research awards received by the faculty
- * recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally
- * incentives given to faculty for receiving state, national and international recognitions for research contributions.

Nil

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

As per govt guidelines

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3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

As per govt guidelines

3.5.3 How does the institution encourage the staff to utilize their

expertise and available facilities for consultancy services?

As per govt guidelines

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

As per govt guidelines

4.1.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

As per govt guidelines

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

No

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

No

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

No

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

No

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

No

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3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

No

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience

and specify
the values and skills inculcated.
No

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

No

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

No

4.1.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

No

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

No

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

No

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3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

No

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

No

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements ? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated -

- a) Curriculum development/enrichment
 - b) Internship/ On-the-job training
 - c) Summer placement
 - d) Faculty exchange and professional development
 - e) Research
 - f) Consultancy
 - g) Extension
 - h) Publication
 - i) Student Placement
 - j) Twinning programmes
 - k) Introduction of new courses
 - l) Student exchange
 - m) Any other
- No**

4.1.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations.

No

Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

No

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

Through Govt and ugc grants

4.1.2 Detail the facilities available for

- a) Curricular and co-curricular activities - classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning

and research etc.

Class rooms Tutorial spaces laboratories and Computers and library are available

- b) Extra -curricular activities - sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

sports, outdoor and indoor games,

- 4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

As per Govt guidelines

- 4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

As per Govt guidelines

- 4.1.5 Give details on the residential facility and various provisions available within them:

- Hostel Facility - Accommodation available
- Recreational facilities, gymnasium, yoga center, etc.
- Computer facility including access to internet in hostel
- Facilities for medical emergencies
- Library facility in the hostels

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- Internet and Wi-Fi facility

- Recreational facility-common room with audio-visual equipments

- Available residential facility for the staff and occupancy
Constant supply of safe drinking water
- Security

No

- 4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

No

- 4.1.7 Give details of the Common Facilities available on the campus -spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counselling and Career Guidance, Placement

Any other (specify)	330	185000	370	192000	430	177000	Nil	Nil
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4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

* OPAC

- * Electronic Resource Management package for e-journals
- * Federated searching tools to search articles in multiple databases
- * Library Website
- * In-house/remote access to e-publications
- * Library automation
- * Total number of computers for public access
- * Total numbers of printers for public access
- * Internet band width/ speed 2mbps 10 mbps 1 gb (GB)
- * Institutional Repository
- * Content management system for e-learning
- * Participation in Resource sharing networks/consortia (like Inlibnet)

E libraryNot available so information is nil

4.2.5 Provide details on the following items:

- * Average number of walk-ins
- * Average number of books issued/returned
- * Ratio of library books to students enrolled
- * Average number of books added during last three years
- * Average number of login to opac (OPAC)
- * Average number of login to e-resources
- * Average number of e-resources downloaded/printed
- * Number of information literacy trainings organized
- * Details of “weeding out” of books and other materials

Nil

4.2.6 Give details of the specialized services provided by the library

- * Manuscripts
- * Reference
- * Reprography
- * ILL (Inter Library Loan Service)
- * Information deployment and notification (Information Deployment and Notification)
- * Download
- * Printing
- * Reading list/ Bibliography compilation
- * In-house/remote access to e-resources
- * User Orientation and awareness
- * Assistance in searching Databases
- * INFLIBNET/IUC facilities

Nil

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

Only books and journals

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

Nil

4.1.7 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

Nil

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with Configuration (provide actual number with exact configuration of each available system)
- Computer-student ratio
- Stand alone facility
- LAN facility
- Wifi facility
- Licensed software
- Number of nodes/ computers with Internet facility
- Any other

Nil

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Nil

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Nil

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

As per govt guidelines

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

As per Govt and ugc Support

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

Nil

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching

- learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

Nil

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

Nil

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

a.	Building 10.50 lakh from ugc
b.	Furniture 2.19022 lakh from ugc
c.	Equipment
d.	Computers 1055 lakh from ugc
e.	Vehicles Nil
f.	Any other Nil

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

Govt mechanism

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

Nil

4.1.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

Nil

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

Nil

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

No mentoring and Support system available

5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

No mentoring and Support system available

5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

5.1.4 What are the specific support services/facilities available for

✓ Students from SC/ST, OBC and economically weaker sections

✓ Students with physical disabilities

✓ Overseas students

✓ Students to participate in various competitions/National and International

- ✓ Medical assistance to students: health centre, health insurance etc.
- ✓ Organizing coaching classes for competitive exams
- ✓ Skill development (spoken English, computer literacy, etc.,)
- ✓ Support for “slow learners”
- ✓ Exposures of students to other institution of higher learning/ corporate/business house etc.
- ✓ Publication of student magazines

No

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

No

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

* additional academic support, flexibility in examinations

* special dietary requirements, sports uniform and materials

* any other

No

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

No

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)

No

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If ‘yes’, detail on the

services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

No

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

No

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

No

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

No

5.1.13 Enumerate the welfare schemes made available to students by the institution.

No

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Student progression	%
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UG to PG	95%
PG to M.Phil.	NA
PG to Ph.D.	NA
Employed	Nil
- Campus selection	
- Other than campus recruitment	Nil

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

95%

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

Exam system

4.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

Through special Classes

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

AS per Sport calendar released by higher education deptt mp

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

Nil

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

Nil

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

Nil

5.3.5 Does the college have a Student Council or any similar body?
Give details on its selection, constitution, activities and funding.
No

4.2.6 Give details of various academic and administrative bodies that
have student representatives on them.
No

5.3.7 How does the institution network and collaborate with the
Alumni and former faculty of the Institution.

Any other relevant information regarding Student Support and
Progression which the college would like to include.

No

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate
on how the mission statement defines the institution's
distinctive characteristics in terms of addressing the needs of
the society, the students it seeks to serve, institution's traditions
and value orientations, vision for the future, etc.?

As per govt guidelines vision and mission

6.1.2 What is the role of top management, Principal and Faculty in
design and implementation of its quality policy and plans?

As per govt guidelines vision and mission

6.1.3 What is the involvement of the leadership in ensuring :

- the policy statements and action plans for fulfillment of the
stated mission
- formulation of action plans for all operations and
incorporation of the same into the institutional strategic
plan

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- Interaction with stakeholders
- Proper support for policy and planning through need
analysis, research inputs and consultations with the
stakeholders
- Reinforcing the culture of excellence
- Champion organizational change

As per govt guidelines vision and mission

6.1.4 What are the procedures adopted by the institution to monitor

and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

As per govt guidelines vision and mission

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

As per govt guidelines vision and mission

6.1.6 How does the college groom leadership at various levels?

As per govt guidelines vision and mission

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

As per govt guidelines vision and mission

4.2.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

As per govt guidelines vision and mission

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

By Govt rules and regulations

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

By Govt rules and regulations

6.2.3 Describe the internal organizational structure and decision making processes.

By Govt rules and regulations

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning As per govt guidelines
- Research & Development Nil
- Community engagement Nil
- Human resource management Nil
- Industry interaction Nil

4.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

As per govt guidelines

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

As per govt guidelines

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

As per govt guidelines

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

As per govt guidelines

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a

mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

As per govt guidelines

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

As per govt guidelines

4.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

As per govt guidelines

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?
NA

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?
NA

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.
NA

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?
NA

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?
NA

4.2.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?
NA

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

Through Govt and UGC

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Through Govt and UGC

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

Through Govt and UGC

4.2.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

Through Govt and UGC

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? .6 If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Yes established as per Govt guidelines

b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

Yes established as per Govt guidelines from time to time

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c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

Yes established as per Govt guidelines from time to time

d. How do students and alumni contribute to the effective functioning of the IQAC?

Yes established as per Govt guidelines from time to time

e. How does the IQAC communicate and engage staff from different constituents of the institution?

Yes established as per Govt guidelines from time to time

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

No

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

No

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

No

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

As per Govt Guidelines

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

As per Govt Guidelines

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

As per Govt Guidelines

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CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

No

7.1.2 What are the initiatives taken by the college to make the campus

eco-friendly?

- * Energy conservation **No**
- * Use of renewable energy **No**
- * Water harvesting **No**

- * Check dam construction **No**

- * Efforts for Carbon neutrality **No**

- * Plantation **No**

- * Hazardous waste management **No**

- * e-waste management **No**

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

No

7.3 Best Practices

4.3.1 Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Nil

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3. Evaluative Report of the Departments

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department **Nil**
2. Year of Establishment **Nil**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) **Nil**
4. Names of Interdisciplinary courses and the departments/units involved **Nil**
5. Annual/ semester/choice based credit system (programme wise) **Nil**

6. Participation of the department in the courses offered by other departments Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc. Nil
8. Details of courses/programmes discontinued (if any) with reasons Nil
9. Number of Teaching posts Nil

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	09	05

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Nil	Nil	Nil	Nil	Nil	Nil
Nil	Nil	Nil	Nil	Nil	Nil
Nil	Nil	Nil	Nil	Nil	Nil

11. List of senior visiting faculty Nil

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12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty Nil
13. Student -Teacher Ratio (programme wise) Nil
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG. Nil
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received Nil
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received Nil
18. Research Centre /facility recognized by the University Nil

19. Publications:

* a) Publication per faculty

- * Number of papers published in peer reviewed journals (national / international) by faculty and students

- * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

- * Monographs

- * Chapter in Books

- * Books Edited

- * Books with ISBN/ISSN numbers with details of publishers

- * Citation Index

- * SNIP

- * SJR

- * Impact factor

- * h-index

Nil

20. Areas of consultancy and income generated Nil

21. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards....

Nil

22. Student projects

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- a) Percentage of students who have done in-house projects including inter departmental/programme

Nil

- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

Nil

23. Awards / Recognitions received by faculty and students

Nil

24. List of eminent academicians and scientists / visitors to the department

Nil

25. Seminars/ Conferences/Workshops organized & the source of funding

Nil

(a) National

b) International
Nil

26. Student profile programme/course wise:

Name of the	Applications	Selected	Enrolled		Pass
			*M	*F	
Nil	Nil	Nil	Nil	Nil	Nil
Nil	Nil	Nil	Nil	Nil	Nil
Nil	Nil	Nil	Nil	Nil	Nil
Nil	Nil	Nil	Nil	Nil	Nil
Nil	Nil	Nil	Nil	Nil	Nil
Nil	Nil	Nil	Nil	Nil	Nil

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Nil	Nil	Nil	Nil
Nil	Nil	Nil	Nil
Nil	Nil	Nil	Nil

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28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Nil

29. Student progression

Student progression	Against % enrolled
UG to PG	95%
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed - Campus selection - Other than campus recruitment	Nil
Entrepreneurship/Self-employment	Nil

30. Details of Infrastructural facilities

- a) Library Yes
- b) Internet facilities for Staff & Students Nil
- c) Class rooms with ICT facility
Nil
- d) Laboratories
Nil
31. Number of students receiving financial assistance from college, university, government or other agencies
Nil
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts
Nil
33. Teaching methods adopted to improve student learning
Nil
34. Participation in Institutional Social Responsibility (ISR) and Extension activities
Nil
35. SWOC analysis of the department and Future plans
Nil

4. Format for Presentation of Best Practice

1. Title of the Practice

The title should capture the keywords that describe the Practice. Nil

2. Goal

Describe the aim of the practice followed by the institution. Mention the underlying principles or concepts in about 100 words. Nil

3. The Context

Describe any particular contextual features or challenging issues that have had to be addressed in designing and implementing the Practice in about 150 words. Nil

4. The Practice

Describe the Practice and its implementation in about 400 words. Include anything about this practice that may be unique in the Indian higher education. Please also identify constraints or limitations, if any.
Nil

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks and review results. What do these results indicate? Describe in about 200 words.

Nil

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources (Financial, Human and other) required to implement the practice in about 150 words.

Nil

7. Notes (Optional)

Any other information that may be relevant and important to the reader for adopting/ implementing the Best Practice in their institution (about 150 words).

Nil

8. Contact Details

Name of the Principal: DR.D.R. Pawaiya

Name of the Institution: City: Alampur Tehsil Iahar distt. Bhind M.P.

Pin Code: 477449

Accredited Status: No

Work Phone :07529276224

Fax:

Website: <http://www.mpcolleges.nic.in/gdcalampur>

E-mail :hegcalabhi@mp.gov.in

Mobile: 9425755042

5. Post-accreditation Initiatives

If the college has already undergone the accreditation process by NAAC, please highlight the significant quality sustenance and enhancement measures undertaken during the last four years. The narrative may not exceed ten pages. (Refer section IX of

Guidelines for Assessment and Accreditation)

1 The College has some significant Quality sustenance and enhancement measures

Undertaken during the last four years -1 it is a Rural College infusing the energy for enhancement for the Rural development through its education schemes! This has a wide range of area catering to the needs of the students belonging to sc,st,obc,where no other college is situated! The admission demand is gradually increasing year wise year! The College is empowering education to the weaker section of the Rural area College got its registration under 2f and 12 B The college has a big Campus but Small building ,Minimum Number of rooms! Under the norms of Rusa and UGC NAAC Accreditation is Compulsory! NAAC Accreditation will help us in Elibrary development ,Smart Classes development, development of sports facilities and other skill development programmes to be launched from time to time as per govt guidelines!

6. Declaration by the Head of the Institution

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

DR. D.R. Pawaiya
Signature of the Head of the institution

Govt.College Alampur

Bhind M.P.

with seal:

Place:Alampur

Date:30-05-2016

Section C : Appendices

- | |
|--|
| <ol style="list-style-type: none">1. Assessment Indicators2. Glossary |
|--|

<h3>Appendix 1 : Assessment Indicators</h3>

Assessment Indicators

Criteria 1 - Curricular Aspects (150, 150, 100)

Key Aspects	Assessment Indicators
1.1 Curriculum Design and	1. Curriculum design is aligned with the institutional goals and objectives.
	2. Curriculum design and development is done through a well defined process.
	3. Curricula developed/ adopted have relevance to the local/ national/regional/global developmental needs.
	4. Employability & entrepreneurship, pursuit of higher knowledge, overall development of students are major considerations in the design and development of the curriculum.
	5. Developing global competencies is evident in the curriculum design.
	6. Consultation with academic experts, industry/ employment sector /alumni / other stakeholders within and outside the institution is effectively done for developing the curricula.
	7. Leadership is provided to affiliated colleges (if applicable) for enriching the curriculum by encouraging skill development, need based programmes, etc.
1.2. Curricular planning and implementation (For affiliated	8. The vision, mission and objectives of the institution, are communicated to the students, teachers, staff and other stakeholders.
	9. The institution develop and deploy action plans for effective implementation of the curriculum
	10. Teachers receive support (procedural and practical) for effectively translating the curriculum and improving teaching practices.

The bracketed figures indicate the weightages for the criterion/keyaspect. The figures given are sequenced to start with University, Autonomous Colleges and end with Affiliated /Constituent Colleges.

Key Aspects	Assessment Indicators
	11. The institution ensures effective curriculum delivery and transaction.
	12. The institution interact with beneficiaries such as industry, research bodies and the university for effective operationalisation of the curriculum.
	13. Staff members contribute to the development of the curriculum by the University. (No. of Staff / Departments represented on the Board of Studies, Records of feedback obtained from stakeholders and suggestions made to the University)
	14. Institution has mechanisms to analyze /ensure that the stated objectives of curriculum are achieved in the course of implementation.
1.3. Academic Flexibility	15. The institution offers a number of program options leading to different degrees, diplomas and certificates (UG/ PG/ PG Diploma/ Diploma Certificate).
	16. The curriculum offers a number of elective options / Choice Based Credit System (CBCS).
	17. A number of new programs and program combinations are available to meet the needs of the students and the society.
	18. Options are available to students for acquiring additional skills and supplementary / enrichment courses along with their regular curricula. (Eg. UG degree + a Certificate, PG degree + a diploma and so on).
	19. The institution provides for inter-institutional credit transfers.
	20. The institution follows a semester system.
1.4. Curriculum Enrichment	21. The institution revises the curriculum at regular intervals and analyses the impact. <i>(for Universities)</i>
	22. The curriculum provides adequate scope for introducing programmes in emerging thrust areas/interdisciplinary areas. <i>(for Universities)</i>

Key Aspects	Assessment Indicators
	23. The institution takes initiative and supplement the University's Curriculum
	24. Institution integrates the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum
	25. Institution enriches and organizes the curriculum to enhance the experiences of the students to cope with the needs of the employment market
	26. All learners have access to value-added programmes, including communication skills / soft skills.
	27. Institution monitors and evaluates the quality of the enrichment programmes being offered.
1.5. Feedback System (20 20)	28. Structured feedback from students is an essential component in the curricular design and development process. <i>(for Universities)</i>
	29. Structured feedback from stakeholders and students is obtained for enriching the curriculum
	30. The institution draws on the feedback from national and international faculty.
	31. Inputs from affiliated colleges are an essential part of the feedback system <i>(for Universities)</i> .

Criteria 2 - Teaching-learning and Evaluation (200, 300, 350)

Key Aspects	Assessment Indicators
2.1. Student Enrolment and Profile	1. The admission process of the institution is widely publicized and is transparent.
	2. The institution has periodic reviews of its enrolment profile and the outcomes are used for improvement of the process.
	3. The institution has an inclusive admission policy catering to diverse student groups.
	4. The institution implements the statutory reservation policies.
2.2. Catering to Student	5. The institution organizes orientation programmes / induction programmes for freshers.
	6. The institution assesses the learning levels of the students, after admission and designs programmes for advanced learners and slow learners.
	7. The Institution analyses the academic growth of differently-abled students and provides tutorials for needy students.
	8. The institution fosters an inclusive academic ambience.
2.3. Teaching-learning	9. The institution meticulously plans and organizes its teaching schedule.
	10. Student centered methods are an integral part of the pedagogy adopted by the faculty.
	11. Experiential learning, participative learning, problem solving methodologies are used for enhancing learning experiences.
	12. The institution has formal linkages with national agencies like NMEICT to promote blended learning.
	13. Latest technologies are used by the faculty for effective teaching. (e-learning resources OER's, NPTEL etc.)
	14. The learning environment is conducive for critical thinking, creativity and scientific temper

Key Aspects	Assessment Indicators
	<p>15. The institution follows a system of mentor-mentee to meet the academic and personal needs of students.</p> <p>16. The institution gives due recognition to innovative and creative contributions of its faculty and students.</p> <p>17. Projects / field experiences are integrated into the learning programmes.</p> <p>18. Feedback on the evaluation of teachers is leveraged for improvement of the quality of teaching-learning process.</p>
2.4. Teacher	<p>19. The institution has adequate, well qualified faculty.</p> <p>20. Diversity in the recruitment of faculty is encouraged.</p> <p>21. The institution facilitates the participation of its teachers in teacher recharge programmes.</p> <p>22. The institution ensures that teaching positions against sanctioned posts are filled in reasonable time.</p> <p>23. The institution adheres to UGC/ State Govt. norms for faculty recruitment and promotion.</p> <p>24. The institution organizes induction and in-service academic development programmes for its faculty.</p> <p>25. The institution attracts distinguished faculty for appointment as emeritus / distinguished professors. (for Universities and Autonomous Colleges)</p> <p>26. The faculty are encouraged to demonstrate creativity and innovation in teaching.</p> <p>27. The institution facilitates mobility of its faculty through exchange programmes.</p>
2.5. Evaluation Process	<p>28. The institution disseminates the evaluation processes to all its stakeholders.</p> <p>29. The institution adheres to the academic calendar for conduct of examinations.</p> <p>30. The institution ensures timely declaration of results. (for Universities and Autonomous Colleges)</p>

Key Aspects	Assessment Indicators
	<p>31. Reforms in the examination procedures and processes have positively impacted the examination management system. <i>(for Universities and Autonomous Colleges)</i></p> <p>32. Transparency and security of evaluation system is ensured.</p> <p>33. Technology is effectively used in the examination management process.</p> <p>34. The institution has an effective mechanism for redressal of grievances pertaining to examinations.</p>
<p>2.6. Student Performance and Learning</p>	<p>35. The graduate attributes of the institution are clearly defined /articulated</p> <p>36. The institution ensures that its various programmes and activities help achieve the stated graduate attributes.</p> <p>37. The institution encourages all its departments to clearly state the learning outcomes of its programmes.</p> <p>38. The achievement of intended learning outcomes is central to the pedagogical and assessment processes of the university.</p> <p>39. The institution has mechanisms in place to analyze short falls in achievement of learning outcomes and suggest improvement measures.</p> <p>40. New technologies are deployed by the institution to enhance student learning.</p>

Criteria 3 - Research, Consultancy and Extension (250, 150, 150)

Key Aspects	Assessment Indicators
3.1. Promotion of research	1. The institution facilitates its faculty to undertake research by providing research funds (seed money).
	2. Provision for research facilities in terms of laboratory equipment, research journals and research incentives are made available to the faculty.
	3. The institution encourages and promotes a research culture (eg. teaching work load remission, opportunities for attending conferences etc.).
	4. The faculty are encouraged to undertake research by collaborating with other research organizations/ industry.
	5. Faculty are given due recognition for guiding research.
	6. The institution has research committees for promoting and directing research.
	7. The institution encourages the establishment of specific research units/ centers by funding agency / university.
	8. The institution has a well defined policy to promote research in its affiliated / constituent colleges (<i>for universities</i>).
	9. Workshops/ training programmes/ sensitization programmes are conducted by the institution to promote a research culture on campus.
	10. The institution facilitates researchers of eminence to visit the campus as adjunct professors (<i>for universities</i>).
	11. The institution has a good percentage of faculty who have utilized sabbatical leave for pursuit of higher research in premier institutions within the country and abroad.
3.2. Resource Mobilization for Research	12. Financial provisions are made in the institution's budget for supporting students' research projects.
	13. The institution takes special efforts to encourage its faculty to file patents.



Key Aspects	Assessment Indicators
	<p>14. Projects sponsored by the industry / corporate houses are availed by the institution.</p> <p>15. The institution receives quantum of research grants from external agencies for major and minor projects.</p> <p>16. The institution has recognized Research Centres. (National and international, eg. UGC, ICSSR, ICHR, ICPR, DST, DBT, UNESCO, UNICEF).</p>
3.3. Research Facilities	<p>17. Efforts are made by the institution to improve its infrastructure requirements to facilitate research.</p> <p>18. The institution has a University Science Instrumentation Centre (USIC) (<i>for universities</i>).</p> <p>19. Residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research fellows of various academies and visiting scientists (national/international) are available.</p> <p>20. The institution has a specialized research centre/ workstation on-campus and off-campus to address the special challenges of research programmes.</p> <p>21. The institution has centers of national and international recognition/repute.</p> <p>22. Research facilities are enhanced through research projects.</p>
3.4. Research	<p>23. Significant faculty involvement in research is evident.</p> <p>24. The institution has an official Code of Ethics to check malpractices and plagiarism in research.</p> <p>25. Interdepartmental / interdisciplinary research projects are undertaken.</p> <p>26. The institution has instituted research awards.</p> <p>27. Incentives are given to the faculty for receiving state, national and international recognition for research contributions.</p>

Key Aspects	Assessment Indicators
	<p>28. Research awards and recognition are received by the faculty and students from reputed professional bodies and agencies.</p> <p>29. Output in terms of M.Phil, Ph.D. students is significant.</p> <p>30. The institution has received research recognition and awards (including patents).</p> <p>31. The institution's research has contributed to the industry's requirements/ productivity.</p> <p>32. A significant number of research articles are published in reputed/ refereed journals.</p> <p>33. The institution has published books and proceedings based on research work of its faculty.</p> <p>34. The institution is acclaimed for its research as evidenced by metrics such as Citation Index, Impact Factor, h-index, SNIP, SJR, etc.</p>
3.5. Consultancy	<p>35. The institution publicizes the expertise available for consultancy services.</p> <p>36. The institution renders consultancy services to industries.</p> <p>37. The institution renders consultancy services to Government / Non- Government organizations/ community/ public.</p> <p>38. Resources (financial and material) are generated through consultancy services of the institution.</p> <p>39. Mutual benefits accrued due to consultancy.</p> <p>40. The institution has an official policy for structured consultancy.</p>
3.6. Extension Activities and	<p>41. The conduct of extension activities is promoted by the institution.</p> <p>42. Need-based extension programmes are organized.</p> <p>43. Students and faculty participate in extension programmes.</p> <p>44. NSS/NCC activities are organized.</p>

Key Aspects	Assessment Indicators
	45. Awards and recognitions have been received for extension activities.
	46. The impact of extension activities on the community goes through a cycle of evaluation, review and upgrading the extension programmes.
	47. Partnerships with industry, community and NGOs for extension activities are established.
	48. The institution has a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles.
	49. The institution is cognizant of its Institutional Social Responsibilities (ISR).
	50. All constituents of the institution are made aware of its ISR.
3.7. Collaborations (20, 10, 20)	51. The institution has linkages for various activities such as faculty exchange, student placement, etc.
	52. The linkages established by the institution have enhanced its academic profile.
	53. Specific examples of linkages to promote curriculum development, internship, on-the-job training, faculty exchange and development, research, etc.
	54. The institution has MoUs with institutions of national/ international importance/other universities/ industries/ corporate houses etc.
	55. Institute-industry interactions have resulted in the establishment / creation of highly specialized laboratories / facilities.
	56. The impact of the institutional collaborations are formally reviewed.

Criteria 4 - Infrastructure and Learning Resources (100, 100, 100)

Key Aspects	Assessment Indicators
4.1. Physical Facilities	1. The institution has adequate facilities for teaching-learning.
	2. The institution provides necessary facilities for laboratories. (Furniture, fixtures, equipment and good laboratory practices)
	3. The institution has adequate facilities for general computer education of students.
	4. Infrastructural facilities are augmented from time to time.
	5. Infrastructure facilities are being utilized optimally.
	6. Additional facilities for sports and extra-curricular activities (gymnasium, swimming pool, auditorium etc.) are provided.
	7. Health services for students, teaching and non-teaching are provided by the institution.
	8. The institution facilitates active academic participation of physically disabled students by providing the necessary facilities.
4.2. Library as a Learning Resource	9. The library has adequate physical facilities such as reading room, reprography, internet.
	10. Number of book titles per student (in the central library) excluding book bank is greater than 80.
	11. The library is stocked with adequate number of journals (national + international) and other library resources (i.e. CDs/ cassettes, etc.).
	12. Library resources are augmented every year with newer editions and titles.
	13. The library operations (issue of books, getting the necessary references, etc) are effective and user-friendly.
	14. The Library Advisory Committee is responsible for the effective functioning of the library.

Key Aspects	Assessment Indicators
	<p>15. The library collects feedback from users and incorporates the suggestions for its enhanced functioning.</p> <p>16. The library is computerized and networked with other libraries.</p>
<p>4.3. Infrastructure</p>	<p>IT</p> <p>17. The institution frequently upgrades its IT facility and has latest computing facilities - hardware and software.</p> <p>18. The faculties are provided with the requisite facilities for preparation of computer aided teaching learning material.</p> <p>19. The institution is connected with the National Knowledge Network and other such facilities.</p> <p>20. Budget provision is made for purchase, upgrading and maintenance of computers.</p>
<p>4.4. Maintenance of Campus Facilities</p>	<p>21. The institution has a budget for maintenance of the facilities available on the campus - physical facilities and academic support facilities.</p> <p>22. There are established procedures and systems for maintaining and utilizing physical and academic support facilities - library, sports complexes, computer, classrooms etc.</p> <p>23. The funds allocated for maintenance of infrastructure are utilized in total for the planned activities.</p>

Criterion 5 - Student Support and Progression (100, 100, 100)

Key Aspects	Assessment Indicators
5.1 Student Mentoring and	1. The institution has an independent system for student support and mentoring (<i>for universities</i>).
	2. Adequate student welfare measures (scholarships, freeships, insurance, etc.) are provided by the institution.
	3. Personal enhancement and development schemes - coaching classes for competitive examinations, career counseling, soft skill development, etc. are available to the students.
	4. Information about the institution is publicly accessible.
	5. The institution has an international students cell to cater to the requirements of foreign students (<i>for universities</i>).
	6. Student participation in co-curricular and extra-curricular activities is encouraged.
	7. The institution has a placement cell which helps to identify job opportunities and develop entrepreneurship skills.
	8. On-campus interviews are an essential mechanism to ensure student placement (<i>for universities</i>).
	9. The Alumni Association contributes significantly to the development plans of the institution.
	10. The institution has a mechanism for timely redressal of student grievances.
	11. The institution has an anti-ragging committee which monitors student interactions effectively.
	12. Specific student support is provided for SC, ST, OBC, PWD and economically weaker sections of society.
	13. The institution has a mechanism for prevention of sexual (gender) harassment.



Key Aspects	Assessment Indicators
5.2 Student Progression	14. The progression of students in various programmes of the institution is regularly monitored.
	15. The institution makes special efforts to reduce its dropout rate and increase its pass percentage.
	16. The institution facilitates and monitors timely submission of Ph.D./D.Litt./D.Sc. theses. (<i>for universities</i>)
	17. The institution has a successful track record of students appearing and qualifying in competitive examinations.
5.3 Student Participation and Activities	18. The institution has a range of games, extra-curricular activities which contribute to overall development of students.
	19. Feedback from students is used for planning and developing support services.
	20. Active student participation through Student Councils is encouraged.
	21. Students are represented on academic and administrative bodies of the institution.
	22. Institution facilitates for students to publish materials like catalogues, wall magazines, institution magazines, etc. (<i>for Autonomous Colleges and Affiliated/Constituent Colleges</i>)
23. Student participation in state, national and international level sports events is encouraged.	

Criteria 6 - Governance, Leadership and Management (100, 100, 100)

Key Aspects	Assessment Indicators
6.1. Institutional Vision and Leadership	1. The vision, mission and goals of the institution are in tune with the objectives of higher education.
	2. The governance of the institution is reflective of an effective leadership.
	3. The institution practices decentralization and participative management.
	4. The institution provides academic leadership to its affiliated colleges. <i>(for Universities)</i>
	5. The institution formulates its strategic planning and interacts with stakeholders.
	6. The institution monitors and evaluates its policies and plans.
	7. The institution grooms leadership at various levels.
	8. All decisions of the institution are governed by management of facts, information and objectives.
6.2. Strategy Development and Implementation	9. Perspective plan document is an important component of the institution's strategy development and deployment process.
	10. The institution has a well defined organizational structure with effective processes developed for all its major activities.
	11. The institution has an effective feedback system involving all stakeholders.
	12. The institution has a well defined Quality Policy and deployed with a systems perspective.
	13. The institution has an action plan and schedules for its future development.
	14. The institution has an effective Grievance Redressal Cell.



Key Aspects	Assessment Indicators
	15. Management and monitoring of the affiliated colleges is effectively handled by the institution.
	16. Student Satisfaction Survey is an integral input factor for all policies of the institution.
6.3. Faculty Empowerment Strategies	17. The institution takes sustained interest in recruitment and promotion aspects of its employees.
	18. The institution adheres to GOI/ State Govt. policies on recruitment (access, equity, gender sensitivity and physically disabled).
	19. The institution has an effective welfare mechanism for teaching and non-teaching staff.
	20. The institution ensures transparent use of Performance Appraisal Reports.
	21. The institution conducts programmes to enhance the competency of its faculty and non-teaching staff.
	22. Performance budgeting is a core planning activity used by the institution for informed decision making.
	23. The institution incorporates gender auditing to enhance inclusiveness.
	24. Effective welfare mechanisms of the institutions are available to its teaching and non-teaching staff.
	25. The institution conducts programme for professional development of its staff.
	26. Impact of Academic Staff College programmes forms an important feedback for improvement of programmes. <i>(for Universities)</i>

Key Aspects	Assessment Indicators
6.4. Financial Management and Resources	27. The institution has adequate budgetary provisions for academic and administrative activities.
	28. Optimal utilization of budget is strictly adhered to by the institution.
	29. Monitoring financial management practices through internal audit is evidenced in the institution's financial health.
	30. The institution maintains a Reserve and Corpus fund.
	31. The institution has conducted internal and external audits are regularly conducted.
	32. The institution and leadership takes initiatives for mobilization of resources.
6.5. Internal Quality Assurance	33. Academic audit of departments and its impact is an important quality initiative of the institution.
	34. The institution has an effective quality management and enhancement systems.
	35. The institution reviews its teaching learning process, structure, methodologies of operations and learning outcomes at periodic intervals.
	36. Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing quality assurance strategies and processes.
	37. External members contribute significantly in the functioning of the IQAC.
	38. Autonomy to academic departments is encouraged.

Criteria 7 – Innovations and Best Practices (100, 100, 100)

Key Aspects	Assessment Indicators
7.1. Environment (30, 30, 30)	1. Green audit.
	2. Promotion of eco-friendly campus.
	3. E-waste management.
7.2. Innovations (30, 30, 30)	4. Open ended - peer team members to identify the characteristics of the innovation.
7.3. Best Practices (40, 40, 40)	5. Open ended - peer team members to decide on the efficacy of the practice.

Glossary

- Academic audit** : An exercise which serves to provide assurance that the delegated responsibilities for quality and standards of academic provision are being appropriately discharged.
- Academic calendar** : The schedule of the institution for the academic year, giving details of all academic and administrative events.
- Academic flexibility** : Choice offered to the students in the curriculum offering and the curriculum transactions.
- Accreditation** : Certification of quality that is valid for a fixed period, which in the case of NAAC is five years.
- Assessment** : Performance evaluation of an institution or its units based on certain established criteria.
- Assessors** : Trained academics or experts who represent NAAC on peer teams.
- Benchmarks** : An example of good performance that serves as a standard for comparison of one's own performance. It is a technique in which an institution measures its performance against that of the best of others.¹
- Beyond syllabus scholarly activities** : Participation in academic activities beyond the minimum requirements of the syllabus.
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- Blended learning** : A mixing of different learning environments such as traditional face-to-face classroom methods with modern computer-mediated activities.
- Bridge course** : A teaching module which helps to close the gap between two levels of competence.
- Carbon neutral** : A term used to describe fuels that neither contribute to nor reduce the amount of carbon (measured in the release of carbon dioxide) into the atmosphere.

Catering to student diversity : The strategies adopted by institution to fulfill the needs of a heterogeneous group of students.

Choice based credit system : A mode of learning in higher education which facilitates a student to have some freedom in selecting his/her own choices, across various disciplines for completing a UG / PG programme. It is popularly known as the cafeteria model.

Citation index : The number of times a research papers it is referred to by other researchers in refereed journals and is a measure of validity of its contents.

Co-curricular activities : Activities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etc.

Collaboration : Formal agreement/ understanding between any two or more institutions for training, research, student/ faculty exchange or extension support.

Completion rates (course/programme) : The ratio of the total number of learners successfully completing a course/ graduating from a programme in a given year to the total number of learners who initially enrolled on the course/programme.

Constituencies : All the academic, administrative and support units of the institution.

Counseling : Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.

Course outlines : List of the course modules, similar to a table of contents in a book or the outline used for writing papers. The outline defines the scope and content of the course.

Course schedule : Details of classes being offered, its time, location, faculty, and its unique number which students must know in order to register. The course schedule is published prior to the commencement of registration for each semester / session.

Criteria : Pre-determined standards of functioning of an institution of higher education that form the basis of assessment and accreditation as identified / defined by NAAC

Curriculum design and development : Process of defining the contents of units of study and usually obtained through needs assessment, feedback from stakeholders and expert groups. Curriculum design and curriculum development are

procedures which are closely linked to the description of learning outcomes.

Cycles of Accreditation : An institution undergoing the accreditation process by NAAC for the first time is said to be in Cycle 1 and the consecutive five year periods as Cycle 2, 3, etc.

Dare Database - International Social Sciences Directory : Provides access to world wide information on social science, peace, and human rights research and training institutes, social science specialists, and social science periodicals.

Dual degree : Pursuing two different university degrees in parallel, either at the same institution or at different institutions (sometimes in different countries), completing them in less time than it would take to earn them separately.

EBSCOhost : Is an online reference resource with designed to cater to user needs and preferences at every level of research, with over 350 full text and secondary databases available.

Elective courses : A choice available to students to select from among a large number of subjects.

Emerging areas : New areas of study and research deemed important to pursue. These areas may have been identified by national agencies or international bodies.

Enrichment courses : Value added courses offered by institution for student empowerment. They enhance the curriculum by amplifying, supplementing and replacing such parts or features as have become ineffective or obsolete.

Evaluation process and reforms : ⁷⁶ Assessment of learning, teaching and evaluation process and reforms to increase the efficiency and effectiveness of the system.

Extension activities : The aspect of education, which emphasizes neighbourhood services. These are often integrated with curricula as extended opportunities intended to help, serve reflect and learn. The curriculum- extension interface has educational values, especially in rural India.

Faculty development program : Programs aimed at updating the knowledge and pedagogical skills of faculty.

Feedback : a) formative and evaluative comments given by tutors on the performance of individual learners. 3
b) evaluative comments made by stakeholders to the institution on the quality and effectiveness of a defined process.
c) response from students, academic peers and employers for review and design of curriculum.

Financial management : Budgeting and optimum utilization of financial resources.

Flexibility : A mechanism through which students have wider choices of programmes to choose from, as well as, multiple entry and exit points for programmes / courses.

Gender Audit : A tool and a process based on a methodology to promote organizational learning at the individual, work unit and organizational levels on how to practically and effectively mainstream gender.

Graduate Attributes : Qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes

not only include, but go beyond, the disciplinary

expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future.⁴

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Green Audit : The process of assessing the environmental impact of an organization, process, project, product, etc.

Grievance redressal : Mechanisms for receiving, processing and addressing dissatisfaction expressed, complaints and other formal requests made by learners, staff and other stakeholders on the institutional provisions promised and perceived.⁵

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***h*-index (Hirsch Index)** : An index that attempts to measure both the productivity and impact of the published work of a scientist or scholar. The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications. The index can also be applied to the productivity and impact of a group of scientists, such as a department or university or country.

Human Resource Management : The process of assessing the human power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback.

- Complete** : A comprehensive database covering journals, books and reference sources in the humanities. This database provides citation information for articles, essays and reviews, as well as original creative works including poems and fiction. Photographs, paintings and illustrations are also referenced.
- ICT** : Consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services.⁶
- Impact factor (IF)** : A measure of the citations to science and social sciences journals. The impact factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication.
- Incinerator** : Waste destruction in a furnace by controlled burning at high temperatures.
- Infrastructure** : Physical facilities like building, play fields, hostels etc. which help run an institutional program.
- Institutional Eligibility for Quality Assessment (IEQA)** : Eligibility granted to an Affiliated / Constituent colleges which are seeking assessment and accreditation for the first time.

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- Institutional Social Responsibility (ISR)** : Focuses on the institution's responsibilities to the public in terms of protection of public health, safety
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- and the environment, the public ethical behavior and the need to practice good citizenship.
- Interdisciplinary Study** : An integrative approach in which information from more than one discipline is used in interpreting the content of a subject, phenomenon, theory or principle.⁷
- Internal Quality Assurance System (IQAS)** : Self regulated responsibilities of the higher education institutions aimed at continuous improvement of quality for achieving academic and administrative excellence.

Leadership : Term used for setting direction and create a student-focused, learning oriented climate, clear and visible values and high expectation by ensuring the creation of strategies, system and methods for achieving excellence, stimulating innovation and building knowledge and capabilities.

Learning outcomes : Specific intentions of a programme or module, written in clear terms. They describe what a student should know, understand, or be able to do at the end of that programme or module.

Library as a learning resource: The library holdings in terms of titles of books, journals and other learning materials and technology aided learning mechanism, which enable the students to acquire information, knowledge and skills required for their study.

New technologies : Digital tools and resources (hardware and software) and their application in the field of education.⁸

Open educational resources : Educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute.⁹

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Optimum utilization of infrastructure : The infrastructure facilities are made available to the student for their maximum utilization. e.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary programs.

Organizational structure : The structure and functions of an institution to co-ordinate academic and administrative planning.

Outreach activities : Is the practice of conducting local public awareness activities through targeted community interaction. They are guided by a local needs assessment.

Participative management : Refers to an open form of management where employees are actively involved in the institution's decision making process.

Perspective development : Is a blue print regarding the objectives and targets of long term growth.

Physical facilities : Infrastructure facilities of the institution to run the educational programs efficiently and the growth of the infrastructure to keep pace with the academic

growth of the institution.

Program options : A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates.

Promotion of research and research support system : The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties.

Remedial courses : Courses offered to academically disadvantaged students in order to help them cope with academic requirements.

Research : Systematic intellectual investigations aimed at discovering, interpreting and revising human knowledge.

Research grant : Grant generated/ received from different agencies by the institution for conducting research projects.

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Research output : Quality research outcome beneficial for the discipline, society, industry and dissemination of knowledge including theoretical and practical findings.

Resource mobilization : Generation of funds through internal and external sources such as donations, consultancy, self-financing courses and so on.

Scopus : The world's largest abstract and citation database of peer-reviewed literature and quality web sources.

SJR (Scimago Journal Rank) : This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database).

SNIP (Source Normalized Impact per Person) : Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field.

Stakeholder relationship : Affiliation and interaction with groups or individuals who have an interest in the actions of the institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization.

Strategic Plan : A specific, action-oriented medium or long-term plan for making progress towards a set of institutional

goals.¹⁰

- Strategy development** : Formulation of objectives, directives and guidelines with specific plans for institutional development.
- Student profile** : The student community of the institution, their strength and the diversity in terms of economic and social strata, location and other demographic aspects such as gender, age, religion, caste, rural/ urban.
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- Student support** : Facilitating mechanism for access to information fee structure and refund policies and also guidance and placement cell with student welfare measures to give necessary learning support to the students.

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- Teacher quality** : A composite term to indicate the qualification of the faculty, the adequacy meant for recruitment procedures, professional development, recognition and teachers characteristics.
- Teaching-learning process** : Learner-centered education through appropriate methodologies to facilitate effective teaching and learning.
- Twinning programmes** : An arrangement between two institutions where a provider in source country A collaborates with a provider in Country B to allow students to take course credits in Country B and/or in source Country A. Only one qualification is awarded by the provider in source Country A. Arrangements for twinning programs and awarding of degrees usually comply with national regulations of the provider in source Country A.
- Web of Science** : An online academic citation index designed for providing access to multiple databases, cross-disciplinary research, and in-depth exploration of specialized subfields within an academic or scientific discipline.
- Weightages** : Taking cognizance of the different types of educational institutions, differential scores are assigned to the criteria and key aspects.

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