

*Guidelines for the Creation of the*

**Internal Quality Assurance Cell (IQAC)**

**and Submission of Annual Quality Assurance**

**Report (AQAR) in Accredited Institutions**

*(Revised in October 2013)*



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्  
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

*An Autonomous Institution of the University Grants Commission*  
P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

# NAAC

## VISION

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

## MISSION

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

## Value Framework

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

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

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

## **Introduction**

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

The guidelines provided in the following pages will guide and facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. It will not be yet another hierarchical structure or a record-keeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies to remove deficiencies and enhance quality like the "Quality Circles" in industries.

## **Objective**

**The primary aim of IQAC is**

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

## **Strategies**

**IQAC shall evolve mechanisms and procedures for**

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

# Functions

**Some of the functions expected of the IQAC are:**

- a) Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution;
- b) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- c) Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters of higher education;
- e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- f) Documentation of the various programmes/activities leading to quality improvement;
- g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- i) Development of Quality Culture in the institution;
- j) Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

# Benefits

**IQAC will facilitate / contribute**

- a) Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement;
- b) Ensure internalization of the quality culture;
- c) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;
- d) Provide a sound basis for decision-making to improve institutional functioning;
- e) Act as a dynamic system for quality changes in HEIs;
- f) Build an organised methodology of documentation and internal communication.

## Composition of the IQAC

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

**The composition of the IQAC may be as follows:**

1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One member from the Management
5. One/two nominees from local society, Students and Alumni
6. One/two nominees from Employers /Industrialists/stakeholders
7. One of the senior teachers as the coordinator/Director of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution. It helps the institutions in planning and monitoring. IQAC also gives stakeholders or beneficiaries a cross-sectional participation in the institution's quality enhancement activities. The guidelines given here are only indicative and will help the institutions for quality sustenance activities.

The membership of such nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

It is necessary for the members of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. While selecting these members several precautions need to be taken. A few of them are listed below:

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

## **The role of coordinator**

The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior person with expertise in quality aspects. She/he may be a full-time functionary or, to start with, she/he may be a senior academic/administrator entrusted with the IQAC as an additional responsibility. Secretarial assistance may be facilitated by the administration. It is preferable that the coordinator may have sound knowledge about the computer, its various functions and usage for effective communication.

## **Operational Features of the IQAC**

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for “education” is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

The coordinator of the IQAC and the secretary will have a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.

## **Monitoring Mechanism**

The institutions need to submit yearly the Annual Quality Assurance Report (AQAR) to NAAC. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or subsequent cycle's accreditation. During the institutional visit the NAAC peer teams will interact with the IQACs to know the progress, functioning as well quality sustenance initiatives undertaken by them.

The Annual Quality Assurance Reports (AQAR) may be the part of the Annual Report. The AQAR shall be approved by the statutory bodies of the HEIs (such as Syndicate, Governing Council/Board) for the follow up action for necessary quality enhancement measures. Revised Guidelines of IQAC and submission of AQAR.

The Higher Education Institutions (HEI) shall submit the AQAR regularly to NAAC. The IQACs may create its exclusive window on its institutional website and regularly upload/ report on its activities, as well as for hosting the AQAR.

The NAAC Accredited institutions need to submit only the soft copy as word file (.doc/.docx) through e-mail (capuaqar@gmail.com). The file name needs to be submitted with Track ID of the institution and College Name. For example MHCOGN16601-Samudra Arts and Science College, Taliamegu-Maharashtra.doc or EC\_32\_A&A\_143 dated 3-5-2004-Samudra Arts and Science College, Taliamegu-Maharashtra.doc. The Higher Education Institutions need not submit the printed/hard copy to NAAC. The acknowledgements would be sent to the institutions through e-mail.

# Mandatory Submission of AQAR by IQAC

So far submission of AQARs was not a Mandatory requirement for Institutions applying to NAAC 2 nd and subsequent cycles of Assessment and Accreditation (A&A). It has now been decided by the Executive committee of NAAC that **regular submission of AQARs should be made mandatory for 2 nd and subsequent cycles of accreditation.**

In view of the decision of **Executive Committee of NAAC** the following will be the pre-requisites for submission of LOI for all Higher Education Institutions (HEIs) opting for 2nd and subsequent cycles of A&A with **effect from 16th September 2016:**

- Having a functional IQAC.
- The minutes of IQAC meeting and compliance to the decisions should be uploaded on the institutional website.
- Mandatory submission of AQARs on a regular basis for institutions undergoing the second and subsequent cycles of Assessment and Accreditation by NAAC.
- Upload the AQAR's on institutional website for access to all stakeholders.



# The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

## Part - A

### 1. Details of the Institution

1.1. Name of the Institution:	<input type="text" value="String"/>
1.2. Address Line 1:	<input type="text" value="String"/>
Address Line 2:	<input type="text" value="String"/>
City/Town:	<input type="text" value="String"/>
State:	<input type="text" value="String"/>
Pin Code:	<input type="text" value="42"/>
Institution E-mail Address:	<input type="text" value="String"/>
Contact Nos:	<input type="text" value="String"/>
Name of the Head of the Institution:	<input type="text" value="String"/>
Mobile:	<input type="text" value="42"/>
Tel. No. with STD Code:	<input type="text" value="String"/>
Name of the IQAC Co-ordinator:	<input type="text" value="String"/>
Mobile:	<input type="text" value="42"/>
IQAC E-mail Address:	<input type="text" value="String"/>
1.3. NAAC Track ID (For ex. MHCOGN 18879):	<input type="text" value="String"/>
1.4. NAAC Executive Committee No. & Date: (For Example EC/32/A&A/143 dated 3-5-2004. This EC no. is available in the right corner- bottom of your institution's Accreditation Certificate):	<input type="text" value="String"/>
1.5. Website address:	<input type="text" value="String"/>
Web-link of the AQAR:	<input type="text" value="String"/>

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

### 1.6. Accreditation Details:

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	String	42	42	42
2	2nd Cycle	String	42	42	42
3	3rd Cycle	String	42	42	42
4	4th Cycle	String	42	42	42

1.7. Date of Establishment of IQAC (DD/MM/YY):

1.8. AQAR for the year (for example 2010-11):

1.9. Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011):

i. AQAR (DD/MM/YY):

ii. AQAR (DD/MM/YY):

iii. AQAR (DD/MM/YY):

iv. AQAR (DD/MM/YY):

### 1.10. Institutional Status:

University:	<b>State</b>	<b>Central</b>	<b>Deemed</b>	<b>Private</b>
	42	42	42	42

Affiliated College:	<b>Yes</b>	<b>No</b>
	42	42

Constituent College:	<b>Yes</b>	<b>No</b>
	42	42

Autonomous College of UGC:	<b>Yes</b>	<b>No</b>
	42	42

Regulatory Agency Approved Institution: (eg. AICTE, BCI, MCI, PCI, NCI)	<b>Yes</b>	<b>No</b>
	42	42

Type of Institution:	<b>Co-Education</b>	<b>Men</b>	<b>Women</b>
	42	42	42

<b>Urban</b>	<b>Rural</b>	<b>Tribal</b>
42	42	42

Financial Status:

Grant-in-Aid	UGC 2(f)	UGC 12B	Grant-in-Aid + Self-Financing	Totally Self-Financing
42	42	42	42	42

1.11. Type of Faculty/Programme:

Arts	42
Science	42
Commerce	42
Law	42
PEI (Phys Edu)	42
TEI (Edu)	42
Engineering	42
Health Science	42
Management	42
Others	String

1.12. Name of the Affiliating University (for the Colleges):

1.13. Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc:

Autonomy by State/Central Govt./University	String
University with Potential for Excellence	String
DST Star Scheme	String
UGC-Special Assistance Programme	String
UGC-Innovative PG Programmes	String
UGC-COP Programmes	String
UGC-CPE	String
UGC-CE	String
DST-FIST	String
Any Other (Specify)	String

## 2. IQAC Composition and Activities

2.1. No. of Teachers:

2.2. No. of Administrative/Technical staff

2.3. No. of Students:

2.4. No. of Management Representatives:

2.5. No. of Alumni:

2.6. No. of Any Other Stakeholder and Community Representatives:

2.7. No. of Employers/Industrialists:

2.8. No. of Other External Experts:

2.9. Total No. of Members:

2.10. No. of IQAC meetings held:

2.11. No. of meetings with various stakeholders:

Total	Faculty	Non-Teaching Staff	Students	Alumni	Others
42	42	42		42	42

2.12. Has IQAC received any funding from UGC During the Year?:

Yes	No
42	42

If Yes, Mention the Amount:

2.13. Seminars and Conferences (Only Quality Related):

(i) No. of Seminars/Conferences/Workshops/Symposia organized by the IQAC

Total	International	National	State	Institution Level
42	42	42	42	42

(ii) Themes:

2.14. Significant Activities and Contributions made by IQAC:

2.15. Plan of Action by IQAC/Outcome:

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year \*

*\* Attach the Academic Calendar of the year as Annexure*

Plan of Action	Achievements
String	String

2.16. Whether the AQAR was Placed in Statutory Body:

Yes	No	Management	Syndicate	Any Other Body
42	42	42	42	42

Provide the details of the action taken:

String
--------

## Part - A

### Criterion - I

#### 1. Curricular Aspects

##### 1.1. Details about Academic Programmes:

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added/Career Oriented programmes
PhD	42	42	42	42
PG	42	42	42	42
UG	42	42	42	42
PG Diploma	42	42	42	42
Advanced Diploma	42	42	42	42
Diploma	42	42	42	42
Certificate	42	42	42	42
Others	42	42	42	42
<b>Total</b>	42	42	42	42
Interdisciplinary	42	42	42	42
Innovative	42	42	42	42

##### 1.2. (i) Flexibility of the Curriculum:

CBCS	Core	Elective Option	Open Options
42	42	42	42

##### (ii) Pattern of programmes:

Pattern	Number of Programmes
Semester	42
Trimester	42
Annual	1

##### 1.3. Feedback from stakeholders\*: (On all aspects)

*\*Please provide an analysis of the feedback in the Annexure*

Alumni	Parents	Employers	Students
2	2	2	2

##### Mode of Feedback:

Online	Manual	Co-operating schools (for PEI)
1	2	3

##### 1.4. Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.:

String

1.5. Any new Department/Centre introduced during the year. If yes, give details:

String

## Criterion - II

### 2. Teaching, Learning and Evaluation

2.1. Total No. of Permanent Faculty:

Total	Asst. Professors	Associate Professors	Professors	Others
5	4	3	2	1

2.2. No. of Permanent Faculty with Ph.D:

12

2.3. No. of Faculty Positions Recruited (R) and Vacant (V) during the Year:

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
1	2	3	4	5	6	7	8	9	10

2.4. No. of Guest and Visiting Faculty and Temporary Faculty:

Guest	Visiting	Temporary
1	2	3

2.5. Faculty Participation in Conferences and Symposia:

No. Of Faculty	International Level	National Level	State Level
Attended	1	2	3
Presented Papers	1	2	3
Resource Persons	1	2	3

2.6. Innovative Processes Adopted by the Institution in Teaching and Learning:

string

2.7. Total No. of Actual Teaching Days during this Academic Year:

2

2.8. Examination/Evaluation Reforms Initiated by the Institution (For Example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions):

3

2.9. No. of Faculty Members Involved in Curriculum Restructuring/Revision/Syllabus Development as Member of Board of Study/Faculty/Curriculum Development workshop:

1	2	3
---	---	---

2.10. Average Percentage of Attendance of Students:

1

2.11. Course/Programme Wise Distribution of Pass Percentage:

Title of the Programme	Total No. of Students Appeared	Division				
		Distinction %	I %	II %	III %	Pass %
2	3	4	5	6	7	8

2.12. How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning Processes:

String

2.13. Initiatives Undertaken Towards Faculty Development:

Faculty/Staff Development Programmes	Number of Faculty Benefitted
Refresher Courses	9
UGC – Faculty Improvement Programme	10
HRD Programmes	11
Orientation Programmes	12
Faculty Exchange Programme	13
Staff Training Conducted by the University	14
Staff Training Conducted by Other Institutions	15
Summer/Winter schools, Workshops etc.	16
Others	17

2.14 Details of Administrative and Technical Staff:

Category	Number of Permanent Employees	Number of Vacant Positions	Number of Permanent Positions Filled during the Year	Number of Positions Filled Temporarily
Administrative Staff	18	20	22	24
Technical Staff	19	21	23	25



## Criterion - III

### 3. Research, Consultancy and Extension

3.1. Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution:

String
--------

3.2. Details regarding Major Projects:

	Completed	Ongoing	Sanctioned	Submitted
Number	69	69	69	69
Outlay in Rs. Lakhs	69	69	69	69

3.3. Details regarding Minor Projects:

	Completed	Ongoing	Sanctioned	Submitted
Number	69	69	69	69
Outlay in Rs. Lakhs	69	69	69	69

3.4. Details on Research Publications:

	International	National	Others
Peer Review Journals	69	69	69
Non-Peer Review Journals	69	69	69
e-Journals	69	69	69
Conference Proceedings	69	69	69

3.5. Details on Impact Factor of Publications:

Range	Average	h-index	Nos. in SCOPUS
String	69	69	69

3.6. Research funds sanctioned and received from various funding agencies, industry and other organisations:

Nature of the Project	Duration Year	Name of Funding Agency	Total Grant Sanctioned	Received
Major Projects	String	String	69	69
Minor Projects	String	String	69	69
Interdisciplinary Projects	String	String	69	69
Industry Sponsored	String	String	69	69
Projects Sponsored by University/ College	String	String	69	69
Students Research Projects (other than compulsory by University)	String	String	69	69
Any Other (Specify)	String	String	69	69
Total	String	String	69	69

3.7. No. of Books Published:

With ISBN No.	Without ISBN No.	Chapters in Edited Books
69	69	69

3.8. No. of University Departments receiving Funds from:

UGC-SAP	DPE	CAS	DST-FIST	DBT Scheme/Funds
69	69	69	69	69

3.9. For Colleges:

Autonomy	INSPIRE	CPE	CE	DBT Star Scheme	Any Other (Specify)
69	69	69	69	69	69

3.10. Revenue Generated through Consultancy:

String

3.11. No. of Conferences Organized by the Institution:

Level	International	National	State	University	College
Number	69	69	69	69	69
Sponsoring Agencies	String	String	String	String	String

3.12. No. of Faculty served as Experts, Chairpersons or Resource Persons:

69

3.13. No. of Collaborations:

International	National	Any other
69	69	69

3.14. No. of Linkages created during this Year:

69

3.15. Total Budget for Research for Current Year in Lakhs:

From Funding Agency	From Management of University/College	Total
69	69	69

3.16. No. of Patents received this Year:

Type of Patent		Number
National	Applied	69
	Granted	69
International	Applied	69
	Granted	69
Commercialised	Applied	69
	Granted	69

3.17. No. of Research Awards/Recognitions received by Faculty and Research Fellows of the Institute in the Year

<b>Total</b>	<b>International</b>	<b>National</b>	<b>State</b>	<b>University</b>	<b>Dist</b>	<b>College</b>
69	69	69	69	69	69	69

3.18. No. of Faculty from the Institution who are Ph.D. Guides:

69
----

No. of Students registered under Them:

69
----

3.19. No. of Ph.D Awarded by Faculty from the Institution:

69
----

3.20. No. of Research Scholars receiving the Fellowships (Newly Enrolled + Existing Ones):

<b>JRF</b>	<b>SRF</b>	<b>Project Fellows</b>	<b>Any Other</b>
69	69	69	69

3.21. No. of Students Participated in NSS Events:

<b>University Level</b>	<b>National Level</b>	<b>State Level</b>	<b>International Level</b>
69	69	69	69

3.22. No. of Students Participated in NCC Events:

<b>University Level</b>	<b>National Level</b>	<b>State Level</b>	<b>International Level</b>
69	69	69	69

3.23. No. of Awards won in NSS:

<b>University Level</b>	<b>National Level</b>	<b>State Level</b>	<b>International Level</b>
69	69	69	69

3.24. No. of Awards won in NCC:

<b>University Level</b>	<b>National Level</b>	<b>State Level</b>	<b>International Level</b>
69	69	69	69

3.25. No. of Extension Activities Organized:

<b>University Forum</b>	<b>College Forum</b>	<b>NCC</b>	<b>NSS</b>	<b>Any Other</b>
69	69	69	69	69

3.26. Major Activities during the Year in the Sphere of Extension Activities and Institutional Social Responsibility:

String
--------

## Criterion - IV

### 4.1. Details of Increase in Infrastructure Facilities:

Facilities	Existing	Newly Created	Source of Fund	Total
Campus Area	String	String	String	String
Class Rooms	String	String	String	String
Laboratories	String	String	String	String
Seminar Halls	String	String	String	String
No. of Important Equipments Purchased (>= 1-0 Lakh) during the Current Year	String	String	String	String
Value of the Equipment Purchased during the Year (Rs. in Lakhs)	String	String	String	String
Others	String	String	String	String

### 4.2. Computerization of Administration and Library:

String

### 4.3. Library Services:

	Existing		Newly Added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	420	420	420	420	420	420
Reference Books	420	420	420	420	420	420
e-Books	420	420	420	420	420	420
Journals	420	420	420	420	420	420
e-Journals	420	420	420	420	420	420
Digital Database	420	420	420	420	420	420
CD & Video	420	420	420	420	420	420
Others (Specify)	420	String	420	String	420	String

### 4.4. Technology Up Graduation (Overall):

	Existing	Added	Total
<b>Total Computers</b>	420	420	420
<b>Computer Labs</b>	420	420	420
<b>Internet</b>	420	420	420
<b>Browsing Centres</b>	420	420	420
<b>Computer Centres</b>	420	420	420
<b>Office</b>	420	420	420
<b>Departments</b>	420	420	420
<b>Others</b>	420	420	420

4.5. Computer, Internet Access, Training to Teachers and Students and any other Programme for Technology Upgradation (Networking, e-Governance etc.):

String

4.6. Amount Spent on Maintenance in Lakhs:

ICT	Campus Infrastructure and Facilities	Equipments	Others	Total
420	420	420	420	420

## Criterion - V

### 5. Student Support and Progression

5.1. Contribution of IQAC in Enhancing Awareness about Student Support Services:

String

5.2. Effort made by the Institution for Tracking the Progression:

String

5.3.

(a) Total Number of students

UG	PG	Ph. D.	Others
9876	9876	9876	9876

(b) No. of Students Outside the State:

9876

(c) No. of International Students:

9876

	Men	Women
No.	9876	9876
%	9876	9876

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
9876	9876	9876	9876	9876	9876	9876	9876	9876	9876	9876	9876

Demand Ratio: 9876

Dropout %: 9876

5.4. Details of Student Support Mechanism for Coaching for Competitive Examinations (If any):

String

No. of Students Beneficiaries: 9876

5.5. No. of students qualified in these examinations:

NET	IAS/IPS etc	SET/SLET	State PSC	GATE	UPSC	CAT	Others
9876	9876	9876	9876	9876	9876	9876	9876

5.6. Details of Student Counselling and Career Guidance:

String

No. of Students Benefitted: 9876

5.7. Details of Campus Placement:

On Campus			Off Campus
No. of Organizations Visited	No. of Students Participated	No. of Students Placed	No. of Students Placed
9876	9876	9876	9876

5.8. Details of Gender Sensitization Programmes:

String

5.9. Students Activities:

5.9.1 No. of Students Participated in Sports, Games and Other Events:

State/University Level	National Level	International Level
9876	9876	9876

No. of Students Participated in Cultural Events:

State/University Level	National Level	International Level
9876	9876	9876

5.9.2 No. of Medals/Awards Won by Students in Sports, Games and Other Events:

Sports:

State/University Level	National Level	International Level
9876	9876	9876

Cultural:

State/University Level	National Level	International Level
9876	9876	9876

#### 5.10. Scholarship and Financial Support:

	<b>Financial Support from Institution</b>	<b>Financial Support from Government</b>	<b>Financial Support from Other Sources</b>	<b>Number of Students who received International/National Recognitions</b>
<b>Number of Students</b>	9876	9876	9876	9876
<b>Amount</b>	9876	9876	9876	9876

#### 5.11 Students Organised/Initiatives:

Fairs:

<b>State/University Level</b>	<b>National Level</b>	<b>International Level</b>
9876	9876	9876

Exhibition:

<b>State/University Level</b>	<b>National Level</b>	<b>International Level</b>
9876	9876	9876

#### 5.12. No. of Social Initiatives Undertaken by the Students:

9876

#### 5.13. Major Grievances of Students (if any) Redressed:

String

## Criterion - VI

### 6. Governance, Leadership and Management

#### 6.1. State the Vision and Mission of the Institution:

String

#### 6.2. Does the Institution have a Management Information System:

String

#### 6.3. Quality Improvement Strategies Adopted by the Institution for Each of the Following:

##### 6.3.1. Curriculum Development:

String

##### 6.3.2. Teaching and Learning:

String

##### 6.3.3. Examination and Evaluation:

String

6.3.4. Research and Development:

String

6.3.5. Library, ICT and Physical Infrastructure/Instrumentation:

String

6.3.6. Human Resource Management:

String

6.3.7. Faculty and Staff Recruitment:

String

6.3.8. Industry Interaction/Collaboration:

String

6.3.9. Admission of Students:

String

6.4. Welfare Schemes for:

Teaching	Non-Teaching	Students
String	String	String

6.5. Total Corpus Fund Generated:

String

6.6. Whether Annual Financial Audit has been done:

Yes	No
9876	9876

6.7. Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	String	String	String	String
Administrative	String	String	String	String

6.8. Does the University/Autonomous College declares Results within 30 Days?

	Yes	No
For UG Programmes	9876	9876
For PG Programmes	9876	9876



6.9. What efforts made by the University/Autonomous College for Examination Reforms?

String

6.10. What efforts made by the University to promote Autonomy in the Affiliated/Constituent Colleges?

String

6.11. Activities and Support from the Alumni Association

String

6.12. Activities and Support from the Parent - Teacher Association

String

6.13. Development Programmes for Support Staff

String

6.14. Initiatives taken by the Institution to make the Campus Eco-friendly

String

## Criterion - VII

### 7. Innovations and Best Practices

7.1. Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details:

String

7.2. Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year:

String

7.3. Give two Best Practices of the institution: *(please see the format in the NAAC Self-study Manuals)*  
**\*Provide the details in annexure (annexure need to be numbered as i, ii,iii)**

String

String

7.4. Contribution to environmental awareness/protection:

String

7.5. Whether environmental audit was conducted?:

Yes	No
42	231

7.6. Any other relevant information the institution wishes to add. (for example SWOT Analysis):

String

## Criterion - VIII

### 8. Plans of Institution for Next Year

String
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Name \_\_\_\_\_

Name \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Signature of the Coordinator, IQAC*

*Signature of the Chairperson, IQAC*

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## Annexure I

### Abbreviations:

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

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