

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

*(AQAR format in line with the revised manual of Affiliated/Constituent UG Colleges,
with effect from the academic year 2020-21)*



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

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

NAAC

VISION

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

MISSION

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

Value Framework

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

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

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The Director

National Assessment and Accreditation Council (NAAC)

P. O. Box. No. 1075, Nagarbhavi,

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National Assessment and Accreditation Council

Date: 10th July 2020

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

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

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

**Sd-
Director, NAAC**

***Guidelines for the Creation of the
Internal Quality Assurance Cell (IQAC)
and Submission of Annual Quality Assurance Report (AQAR)
in Accredited Institutions (with effect from academic year 2020-21)***

Introduction

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

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

IQAC – Vision

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

Objective

The primary aim of the IQAC is

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

Strategies

IQAC shall evolve a mechanism and procedures for

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

Functions

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

Benefits

IQAC will facilitate / contribute to

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

Composition of the IQAC

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

The composition of the IQAC should be as follows:

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

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

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

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

The Role of the Coordinator

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

Operational Features of the IQAC

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

Institutions are requested to submit the AQAR every year and the submission should start after one year from the date of accreditation. A functional IQAC and timely submission of the AQAR are the minimum institutional requirements to go in for the second, third and subsequent cycles of accreditation. During the institutional visit, the NAAC peer team will interact with the IQAC to know about its functioning, progress, and the quality sustenance initiatives undertaken by it.

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

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

Revised Accreditation Framework

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

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

Mandatory Submission of AQAR by IQAC

The Executive Committee of NAAC has decided that with effect from 16th September 2016 regular submission of the AQAR is mandatory for the second and subsequent cycles of accreditation.

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

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

- The institution should have uploaded the AQAR on its institutional website for access to all its stakeholders.

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

Guidelines to HEIs to fill in AQAR

- Institution has to submit AQAR online in the prescribed format only. Institution has to provide Completed academic year data. Only one year data to be provided in AQAR.
- Duly filled Data template has to be submitted along with AQAR online. Data template along with supporting documents needs to be uploaded in the institutional website.
- QIM responses to be recorded in 100-200 words only.
- If the institution does not submit the AQARs on time, it will be recorded as late submission
- If institutions do not respond to the clarification(s) sought and do not edit AQAR accordingly within the stipulated time line even after 3 reminders, NAAC will accept AQAR as it is and an automated email will be sent to the HEI.
- After the approval of AQAR, the edit option will not be provided.
- All the terms provided in the glossary and used in the AQAR shall be read in conjunction with the respective manuals.
- The AQAR format (Affiliated / Autonomous) has to be chosen and submitted for an academic year as per the status approved by UGC for HEI in that respective academic year. After completing one academic year as an Autonomous College, the HEI may submit in AQAR Autonomous College format. For example: The college is accredited on 31-03-2015. During the academic year 2017-18, suppose in 11 March 2018, a college received the Autonomous status by UGC, the AQAR for 2017-18 should be submitted in Affiliated College format and for Academic year 2018-2019 the college needs to submit AQAR in Autonomous College format.
- The revised AQAR format will be implemented from the academic year 2020-2021. Format of AQAR for earlier years is also available on NAAC website.
- In the AQAR, during the year has been specified which means latest completed academic year.
- The HEI's which are submitting AQAR after the first cycle (and subsequent cycle) should provide previous year AQAR links, however, those HEI's which are submitting AQAR for the first year after first cycle of accreditation may provide the SSR link instead of AQAR link.

**The Annual Quality Assurance Report (AQAR) of the IQAC 2021-22
(For Affiliated/Constituent (UG) Colleges)**

Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report i.e. Annual Quality Assurance Report (AQAR) to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the IQAC at the beginning of the Academic year. *The AQAR period would be the Academic Year. (For example, June 1, 2017 to May 31, 2018) (with effect from academic year 2020-21)*

Part – A

1. Data of the Institution

(Data may be captured from IIQA)

1. Name of the Institution GOVERNMENT SCIENCE COLLEGE, CHATRAPUR, GANJAM

- Name of the Head of the institution: KISHORE KUMAR BEHERA
- Designation: ASSSITANT PROFESSOR OF POL. SC.
- Does the institution function from own campus: YES
- Phone no./Alternate phone no.: 9437322173
- Mobile no.:
- Registered e-mail: principalgsc@gmail.com
- Alternate e-mail: principalgsc21@gmail.com
- Address : near NH-16, CHATRAPUR, GANJAM
- City/Town : CHATRAPUR
- State/UT : ODISHA
- Pin Code : 761020

2. Institutional status:

- Affiliated
- Type of Institution: Co-education
- Location : Semi-urban
- Financial Status: UGC 2f and 12 (B)
- Name of the Affiliating University: BERHAMPUR
- Name of the IQAC Coordinator: MANORANJAN MAHARANA
- Phone no. :

9090145493

- Alternate phone no.
- Mobile:
- IQAC e-mail address: GSCCIQAC@GMAIL.COM
- Alternate e-mail address:

3. Website address: GSCC.AC.IN

Web-link of the AQAR: (Previous)

4. Whether Academic Calendar prepared during the year? Yes

website:

Weblink: GSCC.AC.IN/LIBRARY.PHP

5. Accreditation Details:

Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1 st	B			from: 2006 to: 2011
2 nd	B+	2.58		from: 2017 to: 2022
3 rd				from: to:
4 th				from: to:
5 th				from: to:

6. Date of Establishment of IQAC: 01.06.2014

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

UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
RUSA		UGC	2018	4.88 CRORE
DHE	OHEPEE	WORLD BANK	2019	3.2 CRORE

8. Whether composition of IQAC as per latest NAAC guidelines: Yes

*upload latest notification of formation of IQAC

9. No. of IQAC meetings held during the year:

Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?

Yes/No.....

(If No, please upload the minutes of the meeting(s) and Action Taken Report.)

- 10.** Whether IQAC received funding from any of the funding agency to support its activities during the year? No

If yes, mention the amount: Year:

- 11.** Significant contributions made by IQAC during the current year (maximum five bullets)

*
*
*
*
*

- 12.** Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes

- 13.** Whether the AQAR was placed before statutory body? Yes /No:

Name of the statutory body: Date of meeting(s):

- 14.** Whether institutional data submitted to AISHE:

Yes /No: Year: Date of Submission:

2. Institutional Preparedness for NEP 2020

(Description in maximum 500 words)

1. Multidisciplinary / interdisciplinary:

- a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution.
- b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.
- c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain
- d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.
- e) What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges?
- f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

2. Academic bank of credits (ABC):

- a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020.
- b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details.
- c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.
- d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.
- e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020.

3. Skill development:

- a) Describe the efforts made by the institution to strengthen the vocational education and soft skills

of students in alignment with National Skills Qualifications Framework

- b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.
- c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.
- d) Enlist the institution's efforts to:
 - i. Design a credit structure to ensure that all students take at least one vocational course before graduating.
 - ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.
 - iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners.
 - iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.
 - v. Skilling courses are planned to be offered to students through online and/or distance mode.
- e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

- a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses.
- b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.
- c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution.
- d) Describe the efforts of the institution to preserve and promote the following:
 - i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)
 - ii. Indian ancient traditional knowledge
 - iii. Indian Arts
 - iv. Indian Culture and traditions.
- e) Describe any good practice/s of the institution pertaining to the appropriate integration of

Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

5. Focus on Outcome based education (OBE):

- i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?
- ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.
- iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.

6. Distance education/online education:

- a) Delineate the possibilities of offering vocational courses through ODL mode in the institution.
- b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning.

Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.

3. Extended Profile of the Institution

1. Programme:

1.1 Number of courses offered by the Institution across all programs during the year:

Year	2021-22
Number	02

2. Student:

2.1 Number of students during the year.

Year	2021-22
Number	UG: 1648 PG: 43

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year : NIL

Year	
Number	

2.3 Number of outgoing/ final year students during the year

Year	2021-22
Number	UG: 560

3. Academic:

3.1 Number of full time teachers during the year

Year	2021-22
Number	25

3.2 Number of Sanctioned posts during the year

Year	2021-22
Number	44

4. Institution:

4.1 Total number of Classrooms and Seminar halls 23+1

4.2 Total expenditure excluding salary during the year(INR in lakhs)

Year	2021-22
Expenditure	2,55,988

4.3 Total number of computers on campus for academic purposes: __20__

PART B

Criterion 1 – Curricular Aspects

Key Indicator – 1.1 Curricular Planning and Implementation

Metric No.	
1.1.1. Q_iM	<p><i>The Institution ensures effective curriculum delivery through a well planned and documented process:</i></p> <p>In order to ensure effective implementation and timely delivery of curriculum the GOVERNMENT SCIENCE COLLEGE, CHATRAPUR, GANJAM implements the CBCS curriculum as prescribed by the University. The institution has taken the following measures in a planned manner.</p> <ol style="list-style-type: none"> 1. A copy of the syllabus of each subject offered in the College is also made available to concerned department. 2. Departmental time table is prepared by concerned department based on the master time table containing the theory, practical, virtual classes and seminars. 3. The academic bursar along with the HODs of the concerned department oversee the implementation of the entire plan by holding departmental meetings at regular intervals, thereby reviewing the progress in implementation of the syllabus. <p>File Description</p> <ul style="list-style-type: none"> • Upload relevant supporting document • Link for Additional information
1.1.2. Q_iM	<p><i>The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)</i></p> <p>Continuous internal evaluation is made by the department on a regular basis. The students of Zoology and Botany department are taken to the field visit to make them aware of the local flora fauna. The students of chemistry go to the nearby research institutes for study tours for the development of their practical knowledge in these areas. In all the departments oral presentations seminars, debate discussions, preparations of papers using e-resources are encouraged. Besides that the weak students are specially motivated and taken care of by the teachers in special teaching, providing books and advising the good students in the class to take care of them. An initiative is taken by the college to teach the junior students by the senior students of the same departments. This helps greater understanding of the subject besides making them more accessible to each other.</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload relevant supporting document • Link for Additional information

1.1.3.
Q_nM

Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year :

Year	2021-22
Number	2 and 3

1. Academic council/BoS of Affiliating University
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Options

1. All of the above
2. Any 3 of the above
3. Any 2 of the above
4. Any 1 of the above
5. None of the above

	<p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • Number of teachers participated : 03 • Name of the body in which full time teacher participated • Total number of teachers <p>Documents: Upload the scanned copies of the letters issued by the affiliating university / institutions w.r.t the activity in which the teachers are involved.</p> <p>File Description:</p> <ul style="list-style-type: none"> • Details of participation of teachers in various bodies/activities provided as a response to the metric • Any additional information
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Key Indicator- 1.2 Academic Flexibility

Metric No.					
1.2.1. QnM	<p><i>Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</i></p> <p>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented.</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>02</td></tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of all Programmers adopting CBCS : UG AND PG • Name of all Programmes adopting elective course system : 02 <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Minutes of relevant Academic Council/ BOS meetings • Institutional data in prescribed format (DataTemplate) 	Year	2021-22	Number	02
Year	2021-22				
Number	02				
1.2.2. QnM	<p><i>Number of Add on /Certificate programs offered during the year</i></p> <p><i>1.2.2.1: How many Add on /Certificate programs are added during the year.</i></p> <p><i>Data requirement for year: (As per Data Template) : nil</i></p> <p><i>The template is combined with 1.2.3</i></p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number</td><td></td></tr> </table> <ul style="list-style-type: none"> • Names of the Add on /Certificate programs with 30 or more contact hours • No. of times offered during the same year • Total no. of students completing the course in the year <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Brochure or any other document relating to Add on /Certificate programs • List of Add on /Certificate programs (Data Template) 	Year		Number	
Year					
Number					

1.2.3 Q_nM	<p><i>Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year: nil</i></p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs during the year</p> <table border="1" data-bbox="327 347 742 436"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number</td><td></td></tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • Total number of students enrolled in certificate / Add –on programs • Total number of students across all the programs <p>File Description(Upload)</p> <ul style="list-style-type: none"> • Any additional information • Details of the students enrolled in Subjects related to certificate/Add-on programs 	Year		Number	
Year					
Number					

Key Indicator- 1.3 Curriculum Enrichment

Metric No.	
1.3.1. Q_iM	<p><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum:</i></p> <p>The cross cutting issues such as Gender, environmental and GOVERNMENT SCIENCE COLLEGE, CHATRAPUR, GANJAM sustainability, human values and professional ethics are well integrated in to the curriculum by the affiliating university:</p> <ol style="list-style-type: none"> 1. The affiliating university has introduced a compulsory subject ‘Environmental Studies’ in all the Programmes ie. BA, BSc and BCom. 2. In addition to EVS, for all 1st Semester students “ Ethics and value “ course has been implemented from 2021 onwards. 3. In Political Science there is a unit on Human rights to address the issues. 4. In History honours there are topics related to Human rights and Gender issues. In addition to above, the Institution also makes its own efforts to address the cross cutting issues such as Gender, environmental and sustainability, human values and professional ethics by holding different programme and activities. <p>Upload a description in maximum of 200 words.</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

<p>1.3.2.</p> <p>Q_nM</p>	<p><i>Number of courses that include experiential learning through project work/field work/internship during the year</i></p> <p>1.3.2.1 : Number of courses that include experiential learning through project work/field work/internship during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>13</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the Course : UG and PG • Details of experiential learning through project work/field work/internship • Name of the Programme <p>File Description:</p> <ul style="list-style-type: none"> • Any additional information • Programme / Curriculum/ Syllabus of the courses • Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses • MoU's with relevant organizations for these courses, if any • Number of courses that include experiential learning through project work/field work/internship (Data Template) 	Year	2021-22	Number	13
Year	2021-22				
Number	13				
<p>1.3.3.</p> <p>Q_nM</p>	<p><i>Number of students undertaking project work/field work/ internships</i></p> <p>1.3.3.1. Number of students undertaking project work/field work/ internships</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>560</td></tr> </table> <p>Data Requirement : (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the programme : UG and PG • No. of students undertaking project work/field work /internships <p>File Description:(Upload)</p> <ul style="list-style-type: none"> • Any additional information • List of programmes and number of students undertaking project work/field work/ /internships (DataTemplate) 	Year	2021-22	Number	560
Year	2021-22				
Number	560				

Key Indicator- 1.4 Feedback System

<p>Metric No.</p>	
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<p>1.4.1. QnM</p>	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i> <i>1) Students 2) Teachers 3) Employers 4) Alumni</i></p> <p>Options: A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p style="text-align: right;">1 and 2</p> <p>Data Requirement: google form Report of analysis of feedback received from different stakeholders</p> <p>File Description</p> <ul style="list-style-type: none"> • URL for stakeholder feedback report • Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) • Any additional information (Upload) <p>(Note: Data template is not applicable to this metric)</p>
<p>1.4.2 QnM</p>	<p><i>Feedback process of the Institution may be classified as follows:</i></p> <p>Options: A. Feedback collected, analyzed and action taken and feedback available on website B. Feedback collected, analyzed and action has been taken C. Feedback collected and analyzed D. Feedback collected E. Feedback not collected</p> <p>Documents: Upload Stakeholders feedback report, Action taken report of the institute on it as stated in the minutes of the Governing Council, Syndicate, Board of Management</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • URL for feedback report <p>(Note: Data template is not applicable to this metric)</p>

Criterion 2- Teaching- Learning and Evaluation

Key Indicator- 2.1 Student Enrolment and Profile

Metric No.									
<p>2.1.1. QnM</p>	<p>Enrolment Number</p> <p>Number of students admitted during the year</p> <table border="1" data-bbox="347 1749 759 1832"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>603</td></tr> </table> <p>2.1.1.1. Number of sanctioned seats during the year</p> <table border="1" data-bbox="347 1906 759 1989"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>792</td></tr> </table> <p>Data Requirement last completed academic year.</p>	Year	2021-22	Number	603	Year	2021-22	Number	792
Year	2021-22								
Number	603								
Year	2021-22								
Number	792								

	<ul style="list-style-type: none"> Total number of Students admitted Total number of Sanctioned seats <p>File Description:</p> <ul style="list-style-type: none"> Any additional information Institutional data in prescribed format 				
2.1.2. Q _n M	<p><i>Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>70</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Number of Students admitted from the reserved category Total number of seats earmarked for reserved category as per GOI or State government rule <p>File Description: (Upload)</p> <ul style="list-style-type: none"> Any additional information Number of seats filled against seats reserved (Data Template) 	Year	2021-22	Number	70
Year	2021-22				
Number	70				

Key Indicator- 2.2. Catering to Student Diversity

Metric No.	
2.2.1. Q ₁ M	<p><i>The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners</i></p> <p>Regardless of merit, caste, gender, or reservation, the institution accepts all applicants because it is a government-run institution. Following the set standards and procedures, candidates are chosen and interviewed for admission to the HEI. Initial evaluations of students are based on their performance in the 10+2 board examinations, as well as on written examinations given by the department concerned and in-person interviews to verify credentials and assess knowledge levels. There are numerous techniques for teachers to keep tabs on both fast and slow learners. One is by looking at their 10+2 exam percentages, where the first and second divisions are labelled as advanced learners while the third division is labelled as slow learners. According to special programmes for slow learners, a variety of factors, including social, economic, and financial ones, have been found to contribute to students' poor performance. Slow learners are given extra attention, as well as motivation and encouragement to improve their shortcomings. They are encouraged to attend symposiums, workshops, and seminars. Advanced students are encouraged to maintain their high levels of performance. Seminars, workshops, talks, film screenings, symposiums, soft skill programmes, field trips, excursions, and other extracurricular activities help advanced students meet their educational needs. Special workshops are also held to help students improve their practical abilities.</p> <p>File Description:</p> <ul style="list-style-type: none"> Past link for additional Information Upload any additional information

2.2.2.	Student- Full time teacher ratio (Data for the latest completed academic year)	
Q _n M	Year	2021-22
	Number of Students	1581
	Number of teachers	23
	Data requirement:	
	<ul style="list-style-type: none">• Total number of Students enrolled in the Institution• Total number of full time teachers in the Institution	
	Formula: Students: teachers : 1: 69	
	File Description (Upload)	
	<ul style="list-style-type: none">• Any additional information	
	(Note: Data template is not applicable to this metric)	

Key Indicator- 2.3. Teaching- Learning Process

Metric No.	
2.3.1. Q ₁ M	<p>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences.</p> <p>The faculty works hard to help students realise their full potential and grow as leaders. The college focuses on student centered approaches to improving students' lifelong learning abilities. Its faculty members work tirelessly to make learning more interactive. The institution promotes experiential learning by allowing students to participate in study tours, local field trips, exposure trips, various workshops and seminars, hands-on training, and other activities organised on and off campus. In science classes, experimental methods are used to familiarise students with facts through direct experience. Students are also encouraged to take part in group discussions, role-playing exercises, and other activities. To supplement their learning experience, departments organise student seminars that include discussions and question-and-answer sessions. The institution also assigns students tasks that teach them problem-solving skills. The lecture method allows the teacher to interpret, analyse, and explain the topic's content. The white board and marker pen, which are used by all faculty members, are extremely useful in this method. The institution encourages the use of LCD projectors in regular classes. Faculty members use a variety of ICT tools to facilitate learning in seminars and workshops. LCD Projectors are used by faculty members for Power Point Presentations of class lectures and discussions, and OHPs are used for slide presentations.</p> <p>File Description:</p> <ul style="list-style-type: none"> Upload any additional information Link for additional information

<p>2.3.2.</p> <p>Q₁M</p>	<p><i>Teachers use ICT enabled tools for effective teaching-learning process.</i></p> <p>ICT is critical in facilitating teaching and learning. It has changed classroom communication methods and instructional strategies. Instead of the traditional teaching approach, ICTs have made teaching and learning interactive and collaborative. It is widely assumed that integrating ICT will assist us in making education more accessible and affordable. The increasing role of ICT in education makes education more democratic, which improves the quality of education services available to students even in the most remote corners of the country. College teachers all strive to make the best use of technology in their classrooms. At present four science departments i.e., Physics, Chemistry, Botany and Zoology have digitally enabled classrooms. The college promotes the use of ICT enabled teaching, e-learning resources, and online courses in order to make the teaching-learning process more outcome-oriented and student-centric.</p> <p>Upload any additional information</p> <ul style="list-style-type: none"> • Provide link for webpage describing the ICT enabled tools for effective teaching-learning process. 				
<p>2.3.3.</p> <p>Q_nM</p>	<p><i>Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)</i></p> <p>2.3.3.1. Number of mentors Number of students assigned to each Mentor</p> <table border="1" data-bbox="328 860 823 976"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number of mentors</td><td>23</td></tr> </table> <p>Formula: Mentor : Mentee</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload, number of students enrolled and full time teachers on roll. • Circulars pertaining to assigning mentors to mentees • mentor/mentee ratio <p>(Note: Data template is not applicable to this metric)</p>	Year	2021-22	Number of mentors	23
Year	2021-22				
Number of mentors	23				

Key Indicator- 2.4 Teacher Profile and Quality

Metric No.					
2.4.1. Q _n M	<p>Number of full time teachers against sanctioned posts during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>23</td></tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> Number of full time teachers Number of sanctioned posts <p>File Description (Upload)</p> <ul style="list-style-type: none"> full time teachers and sanctioned posts for year(DataTemplate) Any additional information List of the faculty members authenticated by the Head of HEI 	Year	2021-22	Number	23
Year	2021-22				
Number	23				
2.4.2. Q _n M	<p>Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Super speciality / D.Sc. / D.Litt. during the year(consider only highest degree for count)</p> <p>D.N.B 2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.C Super speciality / D.Sc. / D.Litt. during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>11</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Number of full time teachers with PhD./ D.M. / M.Ch. / D.N.B Super speciality / D.Sc. /D.Litt. Total number of full time teachers <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) 	Year	2021-22	Number	11
Year	2021-22				
Number	11				
2.4.3. Q _n M	<p>Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)</p> <p>2.4.3.1 : Total experience of full-time teachers</p> <table border="1"> <tr> <td>Year</td><td>2011-22</td></tr> <tr> <td>Number</td><td>65</td></tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> Name and Number of full time teachers with years of teaching experiences <p>File Description: (Upload)</p> <ul style="list-style-type: none"> Any additional information List of Teachers including their PAN, designation, dept. and experience details(Data Template) 	Year	2011-22	Number	65
Year	2011-22				
Number	65				

Key Indicator- 2.5. Evaluation Process and Reforms

Metric No.	
2.5.1. Q ₁ M	<p><i>Mechanism of internal assessment is transparent and robust in terms of frequency and mode:</i></p> <p>Internal and external assessments are used to assess students' knowledge in various areas. Internal evaluation of student learning outcomes includes an assessment of knowledge and skills, as well as progress made in accordance with curriculum requirements. Internal assessment is a never-ending process. Based on their performance in internal exams, faculty can identify slow and advanced learners, and students can be counselled to improve their performance. The internal test questions are developed by the subject managing faculty to include an equal number of questions from each unit covering the entire topic. The Science stream has departmental practical examinations. Attendance and performance are among the factors used to grade the practical examination.</p> <p>Upload a description not more than 200 words</p> <p>File Description:</p> <ul style="list-style-type: none"> Any additional information Link for additional information
2.5.2. Q ₁ M	<p><i>Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient:</i></p> <p>Exams are an important part of the higher education process and are required to provide students with accurate grades. Tura Government College is affiliated college, so it follows the university's examination criteria. Internal assessment and external or end-of-semester examination are the two methods of examination used. Internal assessment is weighted at 25%, while end-of-semester is weighted at 75%. In our institution, the mechanism for dealing with examination queries is always transparent, time-bound, and efficient. Internal Assessment is part of a broader system of continuous evaluation that includes class tests, tutorials, assignments, projects, and presentations. If a student is unhappy with the fairness of the evaluation, they will discuss it with the course instructor and go over the answer scripts for verification and justification of marks. It is transparent, time-bound, and efficient, just like the semester examination. For student grievances, the Grievance Redressal Cell keeps a complaint/suggestion box. If students discover errors in their results, they can file a complaint with the Exam Committee, who will forward their complaint to the Principal, who will then forward it to the University.</p> <p>Upload a description not more than 200 words</p> <p>File Description:</p> <ul style="list-style-type: none"> Any additional information Link for additional information

Key Indicator- 2.6 Student Performance and Learning Outcome

Metric No.	
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<p>2.6.1.</p> <p>Q₁M</p>	<p><i>Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.</i></p> <p>Quality improvement in education refers to a student's overall development. This necessitates a multifaceted approach to highquality education and its effective implementation in a supportive environment. Program outcomes aid professors and students in developing a shared understanding of the purpose and goals of a course or academic programme. Government Science College follows the program-specific curriculum of Berhampur University. Program and course outcomes are stated, displayed, and communicated to teachers and students for all programmes The B.Sc. programme develops the ability to analyse results and apply them to a variety of problems. To predict cause-and-effect relationships, develop a research sense. •The Bachelor of Commerce programme is designed to prepare students for the workforce by teaching them various managerial and accounting skills that will help them advance in their careers. It also aims to strengthen their capacities in various areas of commerce and industry. •The Bachelor of Arts degree programme seeks to develop students' social responsibility, high standards of behaviour, and communication abilities. Graduates will actively attempt to have a positive impact on their career, community, and society and will have a solid foundation in professional ethics.</p> <p>Describe Course Outcomes (COs) for all courses and mechanism of communication within a minimum of 200 characters and maximum of 200 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Past link for Additional information • Upload COs for all courses (exemplars from Glossary)
<p>2.6.2.</p> <p>Q₁M</p>	<p><i>Attainment of Programme outcomes and course outcomes are evaluated by the institution.: nil</i></p> <p>Describe the method of measuring the level of attainment of POs , PSOs and COs in not more than 200 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for Additional information

2.6.3.	Pass percentage of Students during the year						
Q_nM	<p>2.6.3.1. Total number of final year students who passed the university examination during the year</p> <p>2.6.3.2. Total number of final year students who appeared for the university examination during the year</p> <table border="1" data-bbox="323 412 1182 533"> <tr> <th colspan="2">Previous completed academic year 2021-22</th></tr> <tr> <td>Number of students appeared</td><td>576</td></tr> <tr> <td>Number of students passed</td><td>563</td></tr> </table> <p>Data Requirement (As per Data Template)</p> <ul style="list-style-type: none"> • Programme code • Name of the Programme • Number of Students appeared • Number of Students passed • Pass percentage <p>File Description</p> <ul style="list-style-type: none"> • Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) • Upload any additional information • Paste link for the annual report 	Previous completed academic year 2021-22		Number of students appeared	576	Number of students passed	563
Previous completed academic year 2021-22							
Number of students appeared	576						
Number of students passed	563						

Key Indicator- 2.7 Student Satisfaction Survey

Metric No.	
2.7.1 Q_nM	<i>Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink) through google form</i>

Criterion3- Research, Innovations and Extension

Key Indicator 3.1- Resource Mobilization for Research

Metric No.					
3.1.1. Q _n M	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)</p> <p>3.1.1.1: Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>(INR in Lakhs):</td><td>0</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Name of the Project/Endowments Name of the Principal Investigator Department of Principal Investigator Year of Award Funds provided Duration of the project Name of the Project/Endowments <p>File Description(Upload)</p> <ul style="list-style-type: none"> Any additional information e-copies of the grant award letters for sponsored research projects /endowments List of endowments / projects with details of grants(Data Template) 	Year	2021-22	(INR in Lakhs):	0
Year	2021-22				
(INR in Lakhs):	0				
3.1.2 Q _n M	<p>Number of departments having Research projects funded by government and non government agencies during the year</p> <p>3.1.2.1: Number of departments having Research projects funded by government and non-government agencies during the year : nil</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>(INR inLakhs):</td><td></td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Name of Principal Investigator Duration of project Name of the research project Amount / Fund received Name of funding agency Year of sanction Department of recipient <p>File Description(Upload)</p> <ul style="list-style-type: none"> List of research projects and funding details(DataTemplate) Any additional information Supporting document from Funding Agency Paste link to funding agency website 	Year		(INR inLakhs):	
Year					
(INR inLakhs):					

<p>3.1.3</p> <p>QnM</p>	<p>Number of Seminars/conferences/workshops conducted by the institution during the year</p> <p>3.1.3.1: Total number of Seminars/conferences/workshops conducted by the institution during the year : 01</p> <table border="1" data-bbox="328 353 740 472"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number of teachers</td><td>4</td></tr> </table> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the workshops /seminars • Number of Participants • Date (From-to) • Link to the activity report on the website <p>File Description(Upload)</p> <ul style="list-style-type: none"> • Report of the event • Any additional information • List of workshops/seminars during last 5 years (DataTemplate) 	Year	2021-22	Number of teachers	4
Year	2021-22				
Number of teachers	4				

Key Indicator 3.2- Research Publication and Awards

<p>Metric No.</p> <p>3.2.1.</p> <p>QnM</p>	<p><i>Number of papers published per teacher in the Journals notified on UGC website during the year</i></p> <p>3.2.1.1. Number of research papers in the Journals notified on UGC website during the year</p> <table border="1" data-bbox="328 1182 740 1261"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>2</td></tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • Title of paper • Name of the author/s • Department of the teacher: chemistry and commerce • Name of journal : world focus • Year of publication • ISBN/ISS Number <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • List of research papers by title, author, department, name and year of publication (Data Template) 	Year	2021-22	Number	2
Year	2021-22				
Number	2				

3.2.2.	<i>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year</i>				
QnM	<p>3.2.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year : nil</p> <table border="1" data-bbox="347 376 804 450"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number</td><td></td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Name of the teacher: Title of the paper Title of the book published: Name of the author/s : Title of the proceedings of the conference Name of the publisher: National/International National/international : ISBN/ISSN number of the proceedings Year of publication: <p>File Description: (Upload)</p> <ul style="list-style-type: none"> Any additional information List books and chapters edited volumes/ books published (Data Template) 	Year		Number	
Year					
Number					

Key Indicator 3.3- Extension Activities

Metric No.					
3.3.1.	<i>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year</i>				
QnM	<p>Describe the impact of extension activities in sensitizing students to social issues and holistic development within a maximum of 200 words.</p> <p>File Description:</p> <ul style="list-style-type: none"> Paste link for additional information Upload any additional information 				
3.3.2.	<i>Number of awards and recognitions received for extension activities from government / government recognized bodies during the year : nil</i>				
QnM	<p>3.3.2.1. Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year.</p> <table border="1" data-bbox="347 1532 691 1606"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number</td><td></td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Name of the activity Name of the Award/recognition Name of the Awarding government/ government recognized bodies Year of the Award <p>File Description: (Upload)</p> <ul style="list-style-type: none"> Any additional information Number of awards for extension activities during the year(Data Template) e-copy of the award letters 	Year		Number	
Year					
Number					

<p>3.3.3. QnM</p>	<p><i>Number of extension and outreach programs conducted by the institution through NSS/NCC/Government and Government recognized bodies during the year</i></p> <p>3.3.3.1. Total Number of extension and outreach programs conducted by the institution through NSS/NCC/Government and Government recognized bodies during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>23</td></tr> </table> <p>Data Requirements (during the year)(As per Data Template)</p> <ul style="list-style-type: none"> • Name and number of the extension and outreach Programmes • Name of the collaborating agency: Non-government, industry, community with contact details <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Reports of the event organized • Any additional information • Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) 	Year	2021-22	Number	23
Year	2021-22				
Number	23				
<p>3.3.4. QnM</p>	<p><i>Number of students participating in extension activities at 3.3.3. above during the year</i></p> <p>3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>50</td></tr> </table> <p>Data Requirements for last (during the year)(As per Data Template)</p> <ul style="list-style-type: none"> • Name of the activity • Name of the scheme • Year of the activity • Number of teachers participating in such activities • Number of students participating in such activities <p>File Description:</p> <ul style="list-style-type: none"> • Report of the event • Any additional information • Number of students participating in extension activities with Govt. or NGO etc (Data Template) 	Year	2021-22	Number	50
Year	2021-22				
Number	50				

Key Indicators 3.4 – Collaboration (20)

Metric No.					
3.4.1. QnM	<p>The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year : nil</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number</td><td></td></tr> </table> <ul style="list-style-type: none"> Number of linkages for faculty exchange, student exchange, internship, field trip, on-the- job training, research etc during the year <p>Data Requirements:(during the year)(As per Data Template)</p> <ul style="list-style-type: none"> Title of the linkage Name of the partnering institution /industry/research lab with contact details Year of commencement Duration(From-To) Nature of linkage <p>File Description: (Upload)</p> <ul style="list-style-type: none"> e-copies of linkage related Document Any additional information <p>Details of linkages with institutions/industries for internship (DataTemplate)</p>	Year		Number	
Year					
Number					
3.4.2. QnM	<p><i>Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year: nil</i></p> <p>3.4.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number</td><td></td></tr> </table> <p>Data requirement for year : (As per Data Template)</p> <ul style="list-style-type: none"> Organization with which MoU's signed Name of the institution/industry/corporate house Year of signing MoU Duration List the actual activities under each MoU Number of students/teachers participating under MoUs <p>File Description:</p> <ul style="list-style-type: none"> e-Copies of the MoUs with institution./ industry/corporate houses Any additional information Details of functional MoUs with institutions of national, international importance, other universities etc during the year 	Year		Number	
Year					
Number					

Criterion 4 - Infrastructure and Learning Resources

Key Indicator – 4.1 Physical Facilities

Metric No.					
4.1.1. Q ₁ M	<p><i>The Institution has adequate infrastructure and physical facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc.</i></p> <p>Consisting of 2 separate blocks, the college offers Arts, Commerce and Science, streams in its campus. There are 23 classrooms and various other rooms with a total seating capacity of 2067 seats. The classrooms are well-lit and airy and are well equipped with plenty of benches and desks, blackboards, whiteboards, as well as sound system in two of the classrooms. The college also provides an ample of laboratory facilities for students to carry out their COLLEGE experiments. It consists of 7 laboratories in total. As a technology-enabled learning space, the college provides 20 computers for students use. The college campus has embraced the use of ICT tools by equipping some of the classrooms with ICT facilities and LCD projectors. The Arts departments are also equipped with laptops and printer scanner. The college also has an auditorium and conference hall, with the seating capacity of 200 , the auditorium is used for organizing seminars and other events while conference hall is equipped with AC and ICT facility. It has smart class room of 80 students capacity.</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information 				
4.1.2. Q ₁ M	<p><i>The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc. : nil</i></p> <p>Describe the adequacy of facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate within a maximum of 200 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information 				
4.1.3. Q _n M	<p><i>Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.</i></p> <p>4.1.3.1 : Number of classrooms and seminar halls with ICT facilities</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number of Classrooms</td><td>09</td></tr> </table> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> • Number of classrooms with LCD facilities • Number of classrooms with Wi-Fi/LAN facilities • Number of smart classrooms • Number of classrooms with LMS facilities • Number of seminar halls with ICT facilities <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information • Upload Number of classrooms and seminar halls with ICT enabled facilities (DataTemplate) 	Year	2021-22	Number of Classrooms	09
Year	2021-22				
Number of Classrooms	09				

4.1.4. Q_nM	<p><i>Expenditure, excluding salary for infrastructure augmentation during the year(INR in Lakhs): nil</i></p> <p>4.1.4.1.Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)</p> <table border="1" data-bbox="347 338 746 416"> <tr> <td>Year</td><td></td></tr> <tr> <td>(INR in Lakhs)</td><td></td></tr> </table> <p>Data Requirements : (during the year)(As per Data Template)</p> <ul style="list-style-type: none"> • Expenditure for infrastructure augmentation • Total expenditure excluding salary <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional in formation • Upload audited utilization statements • Upload Details of budget allocation, excluding salary during the year(DataTemplate) 	Year		(INR in Lakhs)	
Year					
(INR in Lakhs)					

Key Indicator – 4.2 Library as a learning Resource

Metric No.	
4.2.1. Q₁M	<p>Library is automated using Integrated Library Management System (ILMS)</p> <p>Data requirement for year: Upload a description of library with, : nil</p> <ul style="list-style-type: none"> • Name of ILMS software • Nature of automation (fully or partially) • Version • Year of Automation <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for Additional Information
4.2.2. Q_nM	<p><i>The institution has subscription for the following e-resources : nil</i></p> <ol style="list-style-type: none"> 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access toe-resources <p>Options:</p> <ol style="list-style-type: none"> A. Any 4 or more of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Details of membership: • Details of subscription: <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)

<p>4.2.3 QnM</p>	<p><i>Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)</i></p> <p>4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)</p> <table border="1" data-bbox="347 338 735 450"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>(INR in Lakhs)</td><td>0.33</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Expenditure on the purchase of books/e-books Expenditure on the purchase of journals/e-journals in during the year Year of Expenditure: <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information Audited statements of accounts Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) 	Year	2021-22	(INR in Lakhs)	0.33
Year	2021-22				
(INR in Lakhs)	0.33				
<p>4.2.4 QnM</p>	<p><i>Number per day usage of library by teachers and students (foot falls and login data for online access)(Data for the latest completed academic year)</i></p> <p>4.2.4.1 Number of teachers and students using library per day over last one year</p> <p>Data Requirement</p> <ul style="list-style-type: none"> Upload last page of accession register details Method of computing per day usage of library Number of users using library through e-access Number of physical users accessing library <p>File Description(Upload)</p> <ul style="list-style-type: none"> Any additional information Details of library usage by teachers and students <p>The HEI is requested to calculate the teachers and students usage library per day. Average usage of the library by the college = Total no. of teachers & students in each day for all working days / Total no. of working days</p> <p>(Note: Data template is not applicable to this metric)</p>				

Key Indicator- 4.3 IT Infrastructure

Metric No.	
<p>4.3.1. Q₁M</p>	<p><i>Institution frequently updates its IT facilities including Wi-Fi</i></p> <p>Describe IT facilities including Wi-Fi with date and nature of updating within a maximum of 200 words</p> <p>File Description</p> <ul style="list-style-type: none"> Upload any additional information Paste link for additional information

4.3.2. QnM	<p>Student – Computer ratio Number of students : Number of Computers Data</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Number of computers in working condition • Total Number of students <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Student – computer ratio <p>(Note: Data template is not applicable to this metric)</p>
4.3.3. QnM	<p>Bandwidth of internet connection in the Institution</p> <p>Options:</p> <p>A. ≥ 50MBPS B. 30 - 50MBPS C. 10 - 30MBPS D. 10 - 5MBPS E. < 5MBPS</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Available internet band width <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional Information • Details of available bandwidth of internet connection in the Institution <p>(Note: Data template is not applicable to this metric)</p>

Key Indicator – 4.4 Maintenance of Campus Infrastructure

Metric No.					
4.4.1 QnM	<p>Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs): <i>nil</i></p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>(INR in Lakhs)</td><td></td></tr> </table> <p>Data Requirement : (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Non salary expenditure incurred • Expenditure incurred on maintenance of campus infrastructure <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Audited statements of accounts. • Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) 	Year		(INR in Lakhs)	
Year					
(INR in Lakhs)					
4.4.2. QnM	<p>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the website within a maximum of 200 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information 				

	<ul style="list-style-type: none">• Paste link for additional information
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Criterion 5- Student Support and Progression

Key Indicator- 5.1 Student Support

Metric No.					
5.1.1 QnM	<p><i>Number of students benefited by scholarships and free ships provided by the Government during the year</i></p> <p>5.1.1.1. Number of students benefited by scholarships and free ships provided by the Government during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>423</td></tr> </table> <p>Data Requirement : (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the Scheme • Number of students benefiting <p>File Description:</p> <ul style="list-style-type: none"> • Upload self attested letter with the list of students sanctioned scholarship • Upload any additional information • Number of students benefited by scholarships and freeships provided by the Government during the year (Data Template) 	Year	2021-22	Number	423
Year	2021-22				
Number	423				
5.1.2. QnM	<p><i>Number of students benefitted by scholarships, freeships etc. provided by the institution / non- government bodies, industries, individuals, philanthropists during the year</i></p> <p>5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government bodies, industries, individuals, philanthropists during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>423</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the Scheme with contact information • Number of students benefiting <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Number of students benefited by scholarships and freeships institution / non- government bodies, industries, individuals, philanthropists during the year (Date Template) 	Year	2021-22	Number	423
Year	2021-22				
Number	423				

<p>5.1.3. QnM</p>	<p>Capacity building and skills enhancement initiatives taken by the institution include the following : 2, 3 and 4</p> <ol style="list-style-type: none"> 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills <p>Options:</p> <ol style="list-style-type: none"> A. All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. none of the above <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the capability building and skills enhancement initiatives • Year of implementation • Number of students enrolled • Name of the agencies involved with contact details <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Link to Institutional website • Any additional information • Details of capability building and skills enhancement initiatives (DataTemplate) 				
<p>5.1.4. QnM</p>	<p>Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the year:</p> <p>5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</p> <table border="1" data-bbox="327 1198 638 1276"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>17</td></tr> </table> <p>Data requirement for year:(As per Data Template)</p> <ul style="list-style-type: none"> • Name of the scheme • Number of students who have passed in the competitive exam • Number of students placed <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) 	Year	2021-22	Number	17
Year	2021-22				
Number	17				

<p>5.1.5.</p> <p>QnM</p>	<p><i>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organization wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Options:</p> <ol style="list-style-type: none"> A. All of the above : yes B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Data Requirement: Upload the grievance redressal policy document with reference to prevention of sexual harassment committee and anti-ragging committee, constitution of various committees for addressing the issues, minutes of the meetings of the committees, number of cases received and redressed.</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee • Upload any additional information • Details of student grievances including sexual harassment and ragging cases <p>(Note: Data template is not applicable to this metric)</p>
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Key Indicator- 5.2 Student Progression

Metric No.					
<p>5.2.1</p> <p>QnM</p>	<p><i>Number of placement of outgoing students during the year</i></p> <p>5.2.1.1: Number of outgoing students placed during the year</p> <table border="1" data-bbox="363 1429 675 1512"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>NA</td></tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the employer with contact details • Number of students placed <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Self-attested list of students placed • Upload any additional information <p>Details of student placement during the year (Data Template)</p>	Year	2021-22	Number	NA
Year	2021-22				
Number	NA				

<p>5.2.2. QnM</p>	<p><i>Number of students progressing to higher education during the year</i> 5.2.2.1. Number of outgoing student progression to higher education</p> <table border="1" data-bbox="363 264 675 342"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>3</td></tr> </table> <p>Data Requirement: (As per Data Template) Number of outgoing students progressing to higher education</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting data for student/alumni • Any additional information • Details of student progression to higher education 	Year	2021-22	Number	3				
Year	2021-22								
Number	3								
<p>5.2.3. QnM</p>	<p><i>Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations): NIL</i></p> <p>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year</p> <table border="1" data-bbox="344 891 655 969"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number</td><td></td></tr> </table> <p>5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) during the year</p> <table border="1" data-bbox="344 1081 655 1160"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number</td><td></td></tr> </table> <p>Data requirement for year: (As per Data Template) Number of students selected to</p> <ul style="list-style-type: none"> • JAM • CLAT • NET • SLET • GATE • GMAT • CAT • GRE • TOEFL • Civil Services • State government examinations <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting data for the same • Any additional information <p><i>Number of students qualifying in state/ national/ international level examinations during the year (DataTemplate)</i></p>	Year		Number		Year		Number	
Year									
Number									
Year									
Number									

Key Indicator- 5.3 Student Participation and Activities

Metric No.					
5.3.1 QnM	<p><i>Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year.</i></p> <p>5.3.1.1 : Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) duringthe year.</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>02</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the award/medal • University /State/National/International • Sports/Culture <p>File Description (Upload)</p> <ul style="list-style-type: none"> • e-copies of award letters and certificates • Any additional information • Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year)(Data Template) 	Year	2021-22	Number	02
Year	2021-22				
Number	02				
5.3.2 QIM	<p><i>Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)</i></p> <p>Describe the students' representation and engagement in various administrative, co-curricular and extracurricular activities within a maximum of 200 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 				
5.3.3. QnM	<p><i>Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)</i></p> <p>5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>15</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • List ofevents/competitions <p>File Description</p> <ul style="list-style-type: none"> • Report of the event • Upload any additional information • Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (DataTemplate) 	Year	2021-22	Number	15
Year	2021-22				
Number	15				

Key Indicator- 5.4 Alumni Engagement

Metric No.	
5.4.1 QIM	<p><i>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services. MO COLLEGE is active and we have collected 30000 rs from alumni tn this year.</i></p> <p>File Description:</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
5.4.2 QnM	<p><i>Alumni contribution during the year (INR in Lakhs)</i></p> <p>Options:</p> <ul style="list-style-type: none"> A. ≥ 5Lakhs B. 4 Lakhs - 5Lakhs C. 3 Lakhs - 4Lakhs D. 1 Lakhs - 3Lakhs E. <1Lakhs <p>Data requirement for year (): E</p> <ul style="list-style-type: none"> • Alumni association / Name of the alumnus: mo college • Quantum of contribution • Audited Statement of account of the institution reflecting the receipts. <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information <p>(Note: Data template is not applicable to this metric)</p>

Criterion 6- Governance, Leadership and Management
Key Indicator- 6.1 Institutional Vision and Leadership

Metric No.	
6.1.1 QIM	<p><i>The governance of the institution is reflective of and in tune with the vision and mission of the institution</i></p> <p>VISION: Promoting value-based quality education with special emphasis on character building and leadership qualities. Incorporating NEP 2020 in order to update the system of Education in the state and the college in particular Incorporating the State of Meghalaya Education Policy from time to time MISSION: Prepare students through education for productive lives and challenging careers. Encourage and nurture all students on value based education. Implement ICT facilities for meaningful knowledge transfer. To provide research facilities for Teachers' competence. To upgrade from UG to PG courses in the concerned department.</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information

6.1.2 QIM	<p><i>The effective leadership is visible in various institutional practices such as decentralization and participative management.</i></p> <p>Describe a case study showing decentralization and participative management in the institution in practice within a maximum of 200 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
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Key Indicator- 6.2 Strategy Development and Deployment

Metric No.	
6.2.1 QIM	<p><i>The institutional Strategic/ perspective plan is effectively deployed</i></p> <p>Describe one activity successfully implemented based on the strategic plan within a maximum of 200 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Strategic Plan and deployment documents on the website • Paste link for additional information • Upload any additional information
6.2.2 QIM	<p><i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</i></p> <p>Describe the Organogram of the Institution within a maximum 200 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information

	<ul style="list-style-type: none">• Link to Organogram of the Institution webpage• Upload any additional information
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<p>6.2.3.</p> <p>QnM</p>	<p>Implementation of e-governance in areas of operation: A</p> <ol style="list-style-type: none"> 1.Administration 2. Finance and Accounts 3. Student Admission and Support 4.Examination <p>Options:</p> <ol style="list-style-type: none"> A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> • Areas of e-governance Administration Finance and Accounts Student Admission and Support Examination • Name of the Vendor with contact details • Year of implementation <p>File Description (Upload)</p> <ul style="list-style-type: none"> • ERP (Enterprise Resource Planning)Document • Screen shots of user interfaces • Any additional information • Details of implementation of e-governance in areas of operation, Administration etc(Data Template)
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Key Indicator- 6.3 Faculty Empowerment Strategies

Metric No.					
<p>6.3.1</p> <p>QIM</p>	<p><i>The institution has effective welfare measures for teaching and non- teaching staff</i></p> <p>Provide the list of existing welfare measures for teaching and non- teaching staff within a maximum of 200 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 				
<p>6.3.2</p> <p>QnM</p>	<p><i>Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year: nil</i></p> <p>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year</p> <table border="1" data-bbox="395 1921 703 2000"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number</td><td></td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the teacher 	Year		Number	
Year					
Number					

	<ul style="list-style-type: none"> Name of conference/ workshop attended for which financial support provided Name of the professional body for which membership fee is provided <p>File Description:</p> <ul style="list-style-type: none"> Upload any additional information Details of teachers provided with financial support to attend conference, workshops etc during the year (DataTemplate) 				
<p>6.3.3</p> <p>QnM</p>	<p><i>Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year:</i> <i>nil</i></p> <p>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>Number</td><td></td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Title of the professional development Programme organized for teaching staff Title of the administrative raining Programme organized for non- teaching staff Dates (From-to) <p>File Description (Upload):</p> <ul style="list-style-type: none"> Reports of the Human Resource Development Centres (UGCASC or other relevant centres). Reports of Academic Staff College or similar centers Upload any additional information Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (DataTemplate) 	Year		Number	
Year					
Number					
<p>6.3.4</p> <p>QnM</p>	<p><i>Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year:</i> <i>(Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)</i></p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>7</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Number of teachers Title of the Programme <p>6.3.4.2. Duration (From-to)</p> <p>File Description</p> <ul style="list-style-type: none"> IQAC report summary Reports of the Human Resource Development Centres (UGCASC or other relevant centers). Upload any additional information Details of teachers attending professional development programmes during 	Year	2021-22	Number	7
Year	2021-22				
Number	7				

	the year (DataTemplate)
6.3.5 QIM	<p><i>Institutions Performance Appraisal System for teaching and non- teaching staff: yes</i></p> <p>Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 200 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information

Key Indicator- 6.4 Financial Management and Resource Mobilization

Metric No.					
6.4.1 QIM	<p><i>Institution conducts internal and external financial audits regularly: yes</i></p> <p>Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 				
6.4.2 QnM	<p><i>Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III): nil</i></p> <p>6.4.2.1: Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)</p> <table border="1"> <tr> <td>Year</td><td></td></tr> <tr> <td>INR in Lakhs</td><td></td></tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the non-government bodies, individuals, Philanthropers • Funds / Grants received <p>File Description</p> <ul style="list-style-type: none"> • Annual statements of accounts • Any additional information • Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) 	Year		INR in Lakhs	
Year					
INR in Lakhs					

<p>6.4.3</p> <p>QIM</p>	<p><i>Institutional strategies for mobilization of funds and the optimal utilization of resources</i></p> <p>Describe the resource mobilization policy and procedures of the Institution within a maximum of 200 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
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Key Indicator- 6.5 Internal Quality Assurance System

Metric No.	
<p>6.5.1</p> <p>QIM</p>	<p><i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</i></p> <p>Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 200 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
<p>6.5.2</p> <p>QIM</p>	<p><i>The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</i></p> <p>(For first cycle - Incremental improvements made for the preceding year with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding year with regard to quality and post accreditation quality initiatives)</p> <p>Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 200 word seach</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
<p>6.5.3</p> <p>QnM</p>	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements 2. <i>Collaborative quality initiatives with other institution(s)</i> 3. Participation in NIRF 4. <i>any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</i> <p>Options:</p> <ol style="list-style-type: none"> A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Data requirement for year: (As per Data Template)</p>

	<p>Quality initiatives</p> <ul style="list-style-type: none">• AQARs prepared/submitted• Collaborative quality initiatives with other institution(s)• Participation in NIRF• Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>File Description</p> <ul style="list-style-type: none">• Paste web link of Annual reports of Institution• Upload e-copies of the accreditations and certifications• Upload any additional information• Upload details of Quality assurance initiatives of the institution(Data Template)
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Criterion 7 – Institutional Values and Best Practices**Key Indicator - 7.1 Institutional Values and Social Responsibilities**

Metric No.	Gender Equity
7.1.1 QIM	<p><i>Measures initiated by the Institution for the promotion of gender equity during the year.</i></p> <p>The college has women harassment cell . Its aims and objectives are to address gender related problems and issues, to conduct career guidance programmes and also to help prepare young women emotionally, physically and mentally enabling them to face challenges in the future.</p> <p>To celebrate the International Women’s Day on 8th March, 2022, a small get together was organized along with a basketball match and tug of war competition for the female faculties of the institution which was attended by the faculty and the students. Response: The college provides equal opportunities for learning without bias against any gender.</p> <p>Security measures are taken to ensure the safety of the students within the campus. CCTV’s are installed. A Vigilance Committee, Counseling Committee and Grievances Redressal Committee are active catering to the all-round needs of the students whether educational or relating to their personal problems.</p> <p>Separate common rooms, restrooms and hostels are provided for the male and female students.</p> <p>Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 200 words</p> <p><i>Provide Web link to:</i></p> <ul style="list-style-type: none">• Annual gender sensitization action plan• Specific facilities provided for women in terms of:<ol style="list-style-type: none">a. Safety and securityb. Counselingc. Common Roomsd. Day care center for young childrene. Any other relevant information
	Environmental Consciousness and Sustainability

<p>7.1.2</p> <p>QnM</p>	<p><i>The Institution has facilities for alternate sources of energy and energy conservation measures : 5</i></p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Options:</p> <ol style="list-style-type: none"> A. 4 or All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Upload:</p> <ul style="list-style-type: none"> • Geo tagged Photographs • Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.3</p> <p>QIM</p>	<p><i>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words): nil</i></p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management <p>Provide web link to</p> <ul style="list-style-type: none"> • Relevant documents like agreements/MoUs with Government and other approved agencies • Geo tagged photographs of the facilities • Any other relevant information
<p>7.1.4</p> <p>QnM</p>	<p><i>Water conservation facilities available in the Institution: : 2,3,4,5</i></p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Bore well /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Options:</p> <ol style="list-style-type: none"> A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Upload :</p> <ul style="list-style-type: none"> • Geotagged photographs / videos of the facilities • Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>

<p>7.1.5</p> <p>QnM</p>	<p><i>Green campus initiatives include</i></p> <p>7.1.5.1. The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Options:</p> <ol style="list-style-type: none"> A. Any 4 or All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Upload</p> <ul style="list-style-type: none"> •—Geo tagged photos / videos of the facilities •—Any other relevant documents <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.6</p> <p>QnM</p>	<p><i>Quality audits on environment and energy are regularly undertaken by the institution</i></p> <p>7.1.6.1. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities <p>Options:</p> <ol style="list-style-type: none"> A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Upload:</p> <ul style="list-style-type: none"> • Reports on environment and energy audits submitted by the auditing agency • Certification by the auditing agency • Certificates of the awards received • Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>

<p>7.1.7</p> <p>Q_nM</p>	<p><i>The Institution has Divyangjan-friendly, barrier free environment : A</i></p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. <i>Divyangjan</i> -friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with <i>Divyangjan</i> accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Options:</p> <p>A. Any 4 or all of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> • Geo tagged photographs / videos of the facilities • Policy documents and information brochures on the support to be provided • Details of the Software procured for providing the assistance • Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>
	<p align="center">Inclusion and Situatedness</p>
<p>7.1.8</p> <p>Q_{IM}</p>	<p><i>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).</i></p> <p><i>Provide Web link to:</i></p> <ul style="list-style-type: none"> • Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) • Any other relevant information.
	<p align="center">Human Values and Professional Ethics</p>
<p>7.1.9</p> <p>Q_{IM}</p>	<p><i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 200 words.</p> <p>Provide we blink to :</p> <ul style="list-style-type: none"> • Details of activities that inculcate values; necessary to render students in to responsible citizens • Any other relevant information
<p>7.1.10</p> <p>Q_nM</p>	<p><i>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</i></p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

	<p>Options:</p> <p>A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> • Code of ethics policy document • Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims. • Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.11</p> <p>QIM</p>	<p><i>Institution celebrates / organizes national and international commemorative days, events and festivals</i></p> <p>Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the year within 200 words</p> <p>Provide we blink to :</p> <ul style="list-style-type: none"> • Annual report of the celebrations and commemorative events for the last (During the year) • Geo tagged photographs of some of the events • Any other relevant information

Key Indicator - 7.2 Best Practices

Metric No.	
<p>7.2.1</p> <p>QIM</p>	<p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</p> <p>Provide web link to:</p> <ul style="list-style-type: none"> • Best practices in the Institutional web site • Any other relevant information

Note:

Format for Presentation of Best Practices (Institution should submit the Best Practices in this format only)

1. Title of the Practice

This title should capture the keywords that describe the practice.

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice? (in about 20 words)

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice? (in about 30 words)

4. The Practice

Describe the best practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced? (in about 50 words)

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 40 words.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 30 words).

7. Notes (Optional)

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 30 words).

Any other information regarding Institutional Values and Best Practices which the institution would like to include.

Key Indicator - 7.3 Institutional Distinctiveness

Metric No.	
7.3.1 Q ₁ M	<p><i>Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words</i></p> <p>Provide web link to:</p> <ul style="list-style-type: none">• Appropriate web in the Institutional website• Any other relevant information

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

1. Enhancement of number of teaching posts: Government Science College, Chatrapur, Ganjam is the leading college of ganjam district which is established for the education of students in this region. Many students from socially and economically backward classes come to study here. The college has already completed its golden jubilee in the year 2018 and heading towards excellence in every branch of knowledge. Over these years, the institution has overgrown itself. For this, it is proposed before the government to increase the number teaching posts in each department as the number of student strength has been increases.
2. Teacher made learning material for the students: Due to the implementation of CBCS syllabus, teaching has become more challenging. The old method of referring selected books sometimes does not help the students. Moreover, all books are not available in the library. So the role of teacher is vital in this case. He/she has to collect relevant materials from the net and distribute

them to the students. Besides that, the teachers are also requested to compose reading materials for their classes and also make the students learn to prepare it by themselves.

3. National Seminar in each academic year : The institute has planned to organize minimum one national seminar in each department in an academic year.
4. To conduct IQAC meeting on a quarterly basis: IQAC is vital for planning and implementing the goals for the development of the institute. Every year, the members meet at regular intervals to decide the course of events in light of changing scenario. The agenda are discussed and plan of action initiated. It is proposed to hold such meetings quarterly for making IQAC more viable.
5. 6. CMS to be followed: As per the Govt. Guidelines all the employees of the college are to follow the CMS as prescribe by the Dept. of Higher Education. This practice will be diligently followed in future.

Name _____

Name _____

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

_____*_*_*_____

Abbreviations:

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

Part - C

Frequently Asked Questions (FAQ) on AQAR

(update on 15-04-2021)

1. What is IQAC?

Internal Quality Assurance Cell (IQAC) is a cell propagated by NAAC for every accredited institution for quality sustenance initiatives. Institutions may establish IQAC for enhance the quality culture.

2. How to establish IQAC?

To establish IQAC, NAAC has formulated the Internal Quality Assurance Cell guidelines. Kindly visit www.naac.gov.in and click on <http://www.naac.gov.in/info-for-institutions#aqar> and download the guidelines.

3. What is the role of IQAC?

Roles and responsibilities are given in the guidelines document. Please see the IQAC guidelines.

4. What is the AQAR?

Annual Quality Assurance Report – (AQAR) is a yearly report, which should be submitted to NAAC every year by all Accredited Institutions as per the format prescribed by online. Please visit NAAC website: www.naac.gov.in

5. Where can we see the AQAR format?

The latest AQAR format is available at NAAC website, kindly follow the link.....
<http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines>

6. Why Institution should submit AQAR?

All the HEI's accredited by NAAC should submit AQAR report to NAAC every year. The AQAR period would be the Academic Year. For example, June 1, 2012 to May 31, 2013. AQAR would be helpful to know the improvements of the institution after the accreditation.

7. What is the use of AQAR?

AQAR is a useful document which gives overall picture of the institutional growth in all the seven criteria's identified by NAAC for the year . It also provides systematic data with respect to various improvements to be taken up by the institution.

8. What will happen if institution does not submit AQAR?

AQAR submission is mandatory for all Accredited Institutions. It is one of the mandatory requirement for subsequent cycle of accreditation. If the institution has not submitted earlier

AQAR, it needs to submit before filling up the IQAR or at least before submission of RAR report to NAAC. **From January 1, 2019 onwards only online AQAR will be accepted.** Institutions are requested to look into NAAC portal. AQAR submission is must for Accredited HEIs. During the Institutional visit the NAAC peer teams will interact with the IQACs to know the progress, functioning as well quality sustenance initiatives undertaken.

9. How to do the Submission of AQAR online at NAAC?

The online AQAR has been designed by NAAC and same is available in the NAAC website in word file. <http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines>

The submission of the AQAR by email has been closed on 31st December 2018 (in old format). The HEI's are requested to submit the AQAR online through application available at NAAC web portal only. The following steps to be followed.

- If the Institutions has been accredited by NAAC before 2017, Institutions need to register in the NAAC portal by clicking New Registration.
- Create on HEI Portal by registering in the NAAC web portal, <https://assessmentonline.naac.gov.in/public/index.php/hej>
- Download the AQAR (word file) and prepare the AQAR data to be submitted online through NAAC portal.
- Submit AQAR by online by using Institutional Password.
- The Institutions willing to submit the AQAR in the New format by online are welcome. The AQAR for the year 2017-18 may be submitted through online by NAAC Portal only.
- Please note that the changes can be done in each Criteria after saving the file. Once final version is submitted to the NAAC you can't change the data.
- Refer "how to submit AQAR by online"

10. Institution has not submitted any AQAR to NAAC, what needs to be done?

If the institution did not submit AQAR to NAAC, institution needs to submit all previous AQAR online only in new format. The AQAR upto 2019-20 need to be submitted in the previous format of AQAR. Please ref. <http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines>

AQAR format old (Up to academic year 2019- 2020)

IQAC - AQAR Guidelines for	English Version
University	
Autonomous Colleges	

Affiliated/Constituent Colleges



11. Our institution was accredited in 2004...!! 2005...!! etc., we have not submitted single AQAR to NAAC, what should institution do now? We are applying to NAAC.

AQAR needs to be submitted to NAAC Annually. The AQAR period would be the Academic Year. For example, June 1, 2015 to May 31, 2016.

NAAC has revised the Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions. The revised guidelines has come into effect from August, 2020 for the Academic session 2020-2021..

The Higher Education institutions which are submitting the Annual Quality Assurance Report (AQAR) from 01-01-2019 onwards need to submit in the revised format only. The Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions is placed below in word file. The AQAR submission in online please visit NAAC website www.naac.gov.in. Only online AQAR is accepted by NAAC.

12. We have submitted our AQAR previously through E-mail, now also we can submit through E-mail?

No. The institutions are advised to submit the AQAR by online only from 01-01-2019.

No email submissions are encouraged after 01-01-2019

13. We are accredited in the year 2004/ 2004/2005 etc., whether AQAR need to be submitted in old format or New format?

New format only. The revised guidelines has come into effect from 1st June 2018. NAAC has revised the Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions. Those institutions who have not submitted the AQAR need to submit in the new format only. Please visit our website link <http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines>

AQAR format old (Up to academic year 2019- 2020)

IQAC - AQAR Guidelines for

English Version

University



Autonomous Colleges



Affiliated/Constituent Colleges



14. We have sent the HARD copy of AQAR's but we have not sent the SOFT copy (by email)?

No Hard copy is required to submit. The AQAR submission is online. Kindly visit the link <http://www.naac.gov.in/info-for-institutions#aqar>.

The AQAR needs to be submitted on-line. No hard copy submissions are encouraged.

15. Can we fill all five year data in one AQAR report and send it to NAAC?

NO, there should be separate AQAR submission to NAAC for each year. The institutions are advised to submit online AQAR every year.

16. How should we send AQAR's?

All AQAR should be submitted online only.

17. How will we receive the acknowledgement?

The Online submission of AQAR will have automatic Acknowledgement. If the institutions couldn't get the Acknowledgement, please call on 080-23005258/192.

18. Whether the institution should keep the AQAR copy for reference?

Yes, it is always suggested to save the final copy for institutional future reference. One copy may be kept at Vice Chancellor / Director / Principal / Head of Institution office / room and other copy at IQAC centre and one more copy with NAAC coordinator of the institution.

It is also encouraged to host the AQAR in their institutional website.

19. NAAC has declared grade HEI need to submit AQAR?

Ex. i): If an HEI is accredited on 16 Sept. 2019, the HEI needs to submit the AQAR of 2018-2019 before December 31, 2019. It means, previous Completed Academic Year (2018-2019) AQAR needs to be submitted.

Ex. ii): If an HEI is accredited on 12 March 2020, the HEI needs to submit the AQAR of 2019-2020 before December 31, 2020. It means, the previous Completed Academic Year (2019-2020) AQAR needs to be submitted.

20. What data should be filled whether it is as per academic year or calendar year?

Ans : Academic year should be considered.

21. Should we fill data in the portal also and in the attachment also?

Ans : Yes. If you have more than 10 entries then kindly enter a few data in the data table and other details you can upload using the upload option.

22. In the portal only 10 records are taken but we have huge data for a metric. How should we enter that?

Ans : . If you have more data then kindly enter a few data in the data table and other details you can upload using the upload option.

23. How many AQARs are to be submitted for 1 cycle?

Ans : AQAR need to be submitted for previous four academic years.

24. HEI has received clarification for metrics, HEI does not have any data for metrics but the portal is not saving Zero / NIL / NA in those metrics. How to provide data for these metrics?

Ans: The software is designed to take 0 or NIL, if any difficulty, please raise the issues using support/ helpdesk in HEI portal.

25. Ours is an autonomous college, but in the respective academic year of the AQAR it was an affiliated college, so we should submit AQAR as an affiliated / autonomous college?

Ans: For ex. Academic year 2015-16 the HEI is affiliated, please submit in affiliated AQAR, for Academic year 2017-18 the HEI has been conferred with Autonomous status for AQAR 2017-18. Please submit AQAR in Autonomous college format only.

After completion one year of Autonomous status, the data need to be filling in Autonomous Category.

26. The HEI has submitted AQAR previously through E-mail, now also HEI can submit Through Email?

Ans: No. the HEI need to submit the AQAR online mode only.

27. AQAR reopened after submission. There is no updation required and no need for adding in this case what I should do.

Ans: To help the HEI at least for few data updation in the submitting of AQAR, NAAC re-opens the AQAR for HEI to cross check and updation if any. If HEI does not have any updation, Kindly reply in the response box state that no updation required, which is available in the submission page.

28. Our HEI is first time/first cycle applying to NAAC, IQAC is mandatory.

Ans: Yes, the HEI need to establish the IQAS as per NAAC guidelines. It will facilitate the HEI to internalise the quality cultures, AQAR submission is not required during First cycle. But for Second cycle onwards the AQAR submission is mandatory.

29. Whether NAAC will extend the date of submission for all previous AQAR?

Ans: NAAC will not extend the dates of submission of AQAR every year the AQAR, the AQAR need to be submitted before 31st December. In case of any national emergencies or exigencies then take a decision. Refer to NAAC notification of extension if any in regular situations, HEIs are advised to submit all previous AQAR to NAAC with the usual deadline.

30. The recent notification from NAAC about SSR submission asks for data to be submitted from 1st June 2019 to 31st December 2020 for the academic year 2019-20. Does the same instruction apply for submission of data for AQAR for the academic year 2019-20 and 2020-21 ?

Ans: Yes. The same has been adopted for AQAR also. The data to be submitted from 1st June 2019 to 31st December 2020 for the AQAR Academic year 2019-20 for 2020-21 data to be submitted from 1st June 2020 to 31st December 2021.

31. What are the mandatory disclosures to put on the HEIs Website?

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











































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

The Higher Educational Institution's (HEI's) may suitably design their NAAC tab/link to accommodate all relevant documents.

32. What is the format for AQAR Academic year 2020-21?

The NAAC has recently brought out AQAR new guideline in line with different manuals. The AQAR guideline is available in NAAC website.

AQAR format of the revised Manual (with effect from the academic year 2020-21)**IQAC - AQAR Guidelines for****PDF file****Word file****Data Template**

1	Universities			
2	Autonomous Colleges			
3	Affiliated/Constituent UG Colleges			
4	Affiliated/Constituent PG Colleges			
5	Teacher Education Institutions			
6	Health Science Universities			
7	Part-A Health Science Colleges			
8	Part-B Allied Health Sciences			
9	Part-B Ayurveda			
10	Part-B Dental			
11	Part-B Homeopathy			
12	Part-B Medical			
13	Part-B Nursing			
14	Part-B Physiotherapy			

15	Part-B Siddha			
16	Part-B Unani			
17	Part-B Yoga & Naturopathy			

33. The Institution has submitted and uploaded the AQAR of previous years in the NAAC portal. The same has been accepted by NAAC. Some more data for AQAR 2017-18 and 2018-19 need to be add/edit, please allow the Institution to edit the same.

Ans: Once the AQAR has been accepted by NAAC, HEI cannot add or edit the accepted AQAR file.

34. Whether the AQAR undergo the process of Data Validation and Verification.

Ans: No the submitted AQAR does not undergo the process of Data Validation and Verification.

35. HEI would like to inform NAAC that Institution has got the Autonomous Status in the month of November, 2020. Autonomous status in the college has been implemented from the Academic year 2020-21. NAAC accreditation validity as an Affiliated College is up to 15 February, 2020. At this juncture, HEI would like to know that in which AQAR format to be used. (Autonomous or Affiliated College) Kindly clarify?

Ans: The College has conferred with Autonomous Status from the Academic year 2019-2020. The previous year AQAR data be submitted to NAAC as Affiliated College. From the Academic year 2020-21 on wards it is suggested to submit in Autonomous College AQAR format.

For Communication with NAAC

The Director

National Assessment and Accreditation Council (NAAC)

(An Autonomous Institution of the University Grants Commission)

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