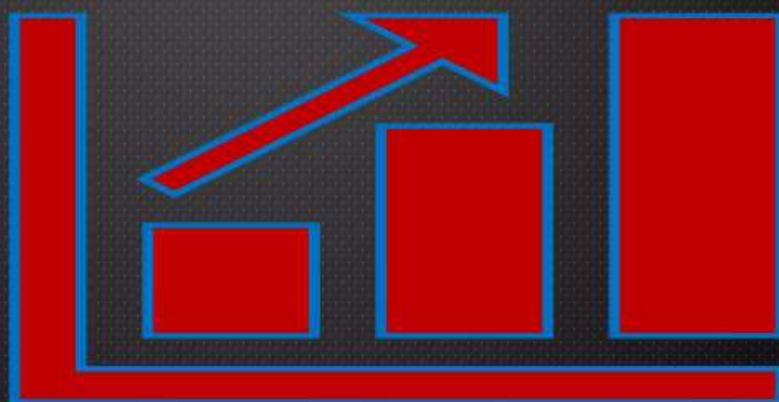# Binary Accreditation- University/Colleges (Draft)

Dr. Bapu R Thorat,

**Department of Chemistry,
Government College of Arts & Science, Chh. Sambhajinagar**

Binary Accreditation

It is aligned with NEP-2020

Single point data entry by HEIs with continuous updates – validate from stakeholders

There are no peer team visits – Online visits in exceptional cases

10 Attributes of quality for all HEIs – University, Autonomous colleges & Affiliated colleges

Metrics under each attribute – focus on input, process & outcome (Majority of them are quantitative); changes their grading with type of HEIs i.e. University, Autonomous colleges & Affiliated colleges

Two stage accreditations - **First stage** – Binary accreditation system (normal accreditation) & **Second stage** – Maturity based graded accreditation

With 50-60% of new metrics introduced may not entail expert visits, potentially reducing associated fees

First four are **Input** Matrices with 26 metrics; Next three are **Process** with 21 metrics and Last three are **Output** with 21 metrics

Input holds a significant 25% weightage, while **Process** and **Output** collectively carry 75%.

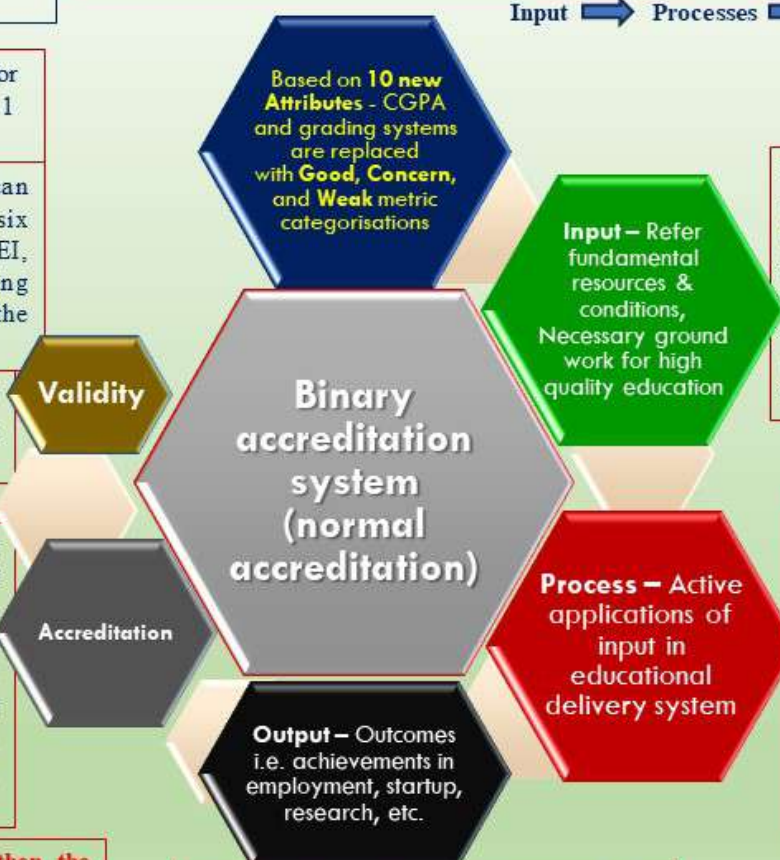Input ➡ Processes ➡ Outcome (Output)

Accredited (for 3 years) may extended for 3 months, Provisionally Accredited (for 1 year) and not Accredited

If HEI is not accredited then they can apply again to NAAC after a period of six months. For provisionally accredited HEI, may again apply to NAAC for getting accredited status after complying all the suggestions provided in the report

Approach – Golden window for application is open from May last week to June mid

Based on **10 new Attributes** - CGPA and grading systems are replaced with **Good, Concern, and Weak** metric categorisations

Input – Refer fundamental resources & conditions, Necessary ground work for high quality education

Resources and infrastructure available within an institution, including curriculum design, faculty qualifications, facilities, and financial resources necessary inputs to support effective teaching and learning processes

Validity

Binary accreditation system (normal accreditation)

Eligible after 2 batches of students get graduated; Data required for a period of 3 years; Annual data submission (AQAR) is required; Key indicators are available; QN & QL metrics are given; **10 attributes** including 68/59 (not yet finalized) metrics for universities, 63/55 metrics for autonomous colleges, and **54/44 for affiliated colleges**

Accreditation

Process – Active applications of input in educational delivery system

Teaching methodologies, Faculty-student interactions, research initiatives, etc. effectively managed & implemented to achieve their goals

curriculum engagement, teaching methodologies, student support services, and governance structures

Output – Outcomes i.e. achievements in employment, startup, research, etc.

HEI gets more than 2.00 CGPA then the outcome will be "Accredited"; more than 1.50 and less than 2.00 CGPA, then outcome will be "Provisionally Accredited" and CGPA less than 1.50 will consider as Not Accredited HEI

Assesses the results and impact of the educational process, student learning outcomes, graduate employability, research output, and contributions to society, focuses on the tangible benefits and achievements

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Accreditation Status (hold or change or apply for Accreditation)

HEIs apply for accreditation under RAF (old method) closed on 30.06.2024

HEI with valid accreditation as per the present RAF whose validity is expiring between 01.07.2024 and date of launch of Maturity Based Graded Levels (MBGL) shall be extended for maximum 3 months after the launch of MBGL

HEIs already accredited shall continue to hold the accreditation with the grade till its validity exists. During such a valid period of accreditation, such **institutes may apply for Maturity Graded Level at any time once** the MBGL is announced

HEIs whose **IIQA or SSR applications are under RAF**: may opt for Binary accreditation (in such cases, the ongoing A & A process under RAF will be closed) or may decide to go ahead for A & A process under the current RAF

HEIs who are **not accredited** shall apply for Binary accreditation as and when 2 batches of students get graduated or after launching of MBGL

Maturity based graded accreditation. Accredited in five different levels – 1 to 5. (Level 1-4: Institution of national excellence and Level 5: Institution of global excellence for multidisciplinary research & education)

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The **Binary grading shall be largely based on quantitative assessment** with very minimum review through an online mode wherever required.

Peer Data Validation (PDV) shall be adopted to validate the data for Binary grading – from stakeholders – students, parents, alumni (majority of past three years), etc.

Attributes, Metrics and Score Table

Sr. No.	Attributes	Input/ Process/ Outcome	University		Autonomous		Affiliated		Total Score		
			Metrics	Score	Metrics	Score	Metrics	Score	Uni.	Auto.	Affil.
1	Curriculum Design	Input (25% weightage)	8	75	8	75	3	50	225	225	275
2	Faculty Resources		6/3	50	6/3	50	5/3	100			
3	Infrastructure		6	50	5	50	5/3	75			
4	Financial Resources & Management		6/4	50	6/4	50	6/3	50			
5	Learning & Teaching	Process (Curricular, co-curricular and extra-curricular activities	7	125	7	150	6/7	150	325	375	400
6	Extended Curricular Engagements		6	100	6	125	6	125			
7	Governance and Administration		8/10	100	6/8	100	6/8	125			
8	Student Outcomes	Outcome	8/4	150	8/4	125	8/5	100	350	300	225
9	Research & Innovation Outcomes		8/7	125	6	100	4/2	50			
10	Sustainability Outcomes (Including Green Initiatives)		5/4	75	5/4	75	5/4	75			
	Uniqueness /Situatedness	Process/ Outcome	15 discipline specific metrics with 100 score weightage						100	100	100
		Total	**68/59+15**	**1000**	**63/55+15**		**54/44+15**		**1000**	**1000**	**1000**

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Attributes

New Metrics introduce/ Modified

Uniqueness / Situatedness – Not disclosed

Surveys/ Feedbacks at different instants/ Criterions

1. Curriculum Design
- Curriculum alignment to Program and Course Outcomes (PO/PSOs and COs)
- Curriculum Flexibility – MEME, ABC, Electives, Dual Degree, Twinning, Mother Tongue, Inter-Institutional Credit Transfers, Criticization of EC and CC
- % of Skill Oriented Courses aligned with NSQF & Skill Focus
- % of Online Courses through SWAYAM
- Indian Knowledge System Incorporation

2. Faculty Resources
- Faculty Recruitment Processes; Transparency
- Whether pay and allowances as per UGC/AICTE Norms
- Faculty Diversity, Faculty Cadre, % of faculty working continuously for last 3 years

3. Infrastructure
- Learning Management System; AR/VR (Augmented reality (AR) and virtual reality (VR)); Virtual Labs
- Research Resources – Plagiarism Check; Software-Statistical, Simulation etc.
- Divyangjan – Assistive Technology Facilities etc.

4. Financial Resources & Management
- Financial Sustainability & Growth; Corpus; Decentralized Budgeting
- Risk Management Strategies

5. Learning & Teaching
- New Pedagogical Techniques – Kinesthetic learning; Game based learning
- Continuous Evaluation: MCQ; Portfolio; Case Study; Open Books etc

6. Extended Curricular Engagements
- Technical/Domain Clubs; Activities; Chapters of Professional bodies
- Hackathons – Conducted; Students Participations!
- Cultural Clubs & Activities
- Mental Health, Meditation etc
- Impact of Institution on Communities; Clean Village; Disease free Village; Empowered Women Communities; Adaptation of Villages under UBA

7. Governance and Administration
- Institutional Development Plans; Strategies & Interventions
- Digital India Policy Guidelines; e-Governance; Use of Samarth e-governance; NAD/ABC Implementation
- Effective Leadership; Effective delegation of powers
- Health & Life Insurance; Campus in-house creche, staff quarters etc
- Grievances - Ombudsman

8. Student Outcomes
- % of Students Graduating against the enrolment
- Students & Alumni – Learning Experience – Survey

9. Research & Innovation Outcomes
- National/International Faculty; Community based Research; Technology Transfer

10. Sustainability Outcomes (Including Green Initiatives)
- Carbon sequestration; Air Pollution; Water Budgeting; Paper waste recycling

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Importance is Given To:

Outcome based education

Critical and creative thinking skills among the students

Experiential learning

Problem solving

Project based learning

Improving knowledge, skills, competencies and behaviour/attitude of students

Nearly 50-60% new metrics in new NAAC accreditation. This new system is not easier and more complex

Fees will be relatively low

No CGPA, No grading, Metrics are recognised as Good, Concern & weak. But, HEIs may goes for Maturity based graded Accreditation (Level 1 to 5) – Goes one after another

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Inputs, Process and outcomes – Attributes, Metrics and their Weightage

Inputs (~ 25%)

Input - 1. Curriculum Design: Inputs - Open for public viewing in their portals (75/75/50)	
No.	**Metric Title**
1.1 (U/A)	Outcome-based Curriculum (15/15/NA)
1.2	Stakeholder Participation (10/10/10)
1.3 (U/A)	Curriculum Flexibility (10/10/NA)
1.4	Practical and Industry Focus (10/10/20)
1.5 (U/A)	Practical/Skill Orientation (10/10/NA)
1.6	Online and Blended Learning (5/5/20)
1.7 (U/A)	Curriculum Revision (10/10/NA)
1.8 (U/A)	Indian Knowledge System (5/5/NA)

No.	Metric Title	Metric Description	Responsibility/Documents
1.1	Outcome-based curriculum (15/15/NA)	**Curriculum framework is in alignment with Program Specific outcome or outcome based education (OBE) by defining:** ❑ POs, ❑ COs ❑ PEOs ❑ PSOs.	**Approved meeting minutes of BOS/Academic council, Senate council - Core Committee, HoDs, Academic co-ordinator of IDP**
1.2 (U/A)	Stakeholder Participation (10/10/10)	**Participation of Students, Teachers, Employers/Industry, Alumni, Entrepreneurs in curriculum design – University/Autonomous colleges analyse & incorporate in curriculum design received from –** ❑ Students ❑ Teachers ❑ Employers/Industry ❑ Alumni	**University/Autonomous college - Approved minutes of BOS/Academic council, Senate council** Affiliated college - **Feedback to the affiliating University Institute obtained on the curriculum from stakeholders and comprehensive feedback submitted to the university – Report copies submitted to university**
1.3 (U/A)	Curriculum Flexibility (10/10/NA)	**Academic Curriculum Flexibility is reflected through incorporation of component such as-** Choice Based Credit System (CBCS) ❑ Multiple Entry and Multiple Exit (MEME) ❑ Academic Bank of Credits (ABC) ❑ Credit transfer from other institution/organisation ❑ Dual or Integrated Degree programme ❑ Major/Minor options ❑ Use of Bharatiya Bhashas in learning and teaching ❑ Open electives Elective courses and compulsory courses engagements/inter-institution credit transfer	**Approved minutes of BOS/Academic council, Senate council, Circulars**

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1.4	Practical and Industry Focus (10/10/20)	**Percentage of courses with emphasis on:** ☐ Skill based training ☐ Embedded apprenticeship and or Field projects ☐ Research projects ☐ Internships - Ideas generated while working that fostered and encouraged as a business plan to initiate self-employment. ☐ Field work ☐ Practical hands-on training, etc.	**Details of – Number of courses/Total number of courses** (without repeat count)/Pattern Semester long, summer, winter, etc. **Programs or course content having field projects, research projects, internship, apprenticeship** Internship Cell, Placement cell, HoDs, Research & Development cell, Collaboration and Linkages Committee
1.5 (U/A)	Practical/Skill Orientation (10/10/NA)	**Percentage of Skill oriented Courses aligned with NSQF and Skill focus included in curriculum design courses in last three years – (see 5.4 Metrics)** ☐ NSQF only ☐ NHEQF only ☐ NSQF & NHEQF	Mapping of the skill-oriented courses with NSQF and NCrF approved by BOS/Senate/Academic council
1.6 (U/A)	Online and Blended Learning (5/5/20)	**Percentage of online course through SWAYAM/SWAYAM Plus and other recognized platforms, which are credited in the curriculum during the last three years** - Number of courses/Total number of courses (without repeat count) - (see 5.3 Metrics)	**BOS/Senate/Academic council documents highlighting the policy towards creditization of online and Blended learning** **Approved list of courses identified for creditization of online and Blended learning**
1.7 (U/A)	Curriculum revision (10/10/NA)	**The frequency of curriculum revision (Program and courses) in the last three years.** ☐ Percentage/Total number of courses introduced or revised across all programs during the last three years – ☐ Total number of courses (without repeat count) across all programmes during the last three years	- Approved minutes of the relevant BOS/Senate/Academic Council document meetings - List of programs where syllabus revision has been carried out during the last three years as certified by registrar to be provided
1.8	Indian Knowledge System (5/5/NA)	**IKS is promoted through integration of components in curriculum such as – (see 5.5 Metrics)** ☐ Workshops/seminars on IKS ☐ Certificate Courses on IKS ☐ Components of IKS in core curriculum ☐ Promotion of students projects, faculty and researches in IKS ☐ Centre for IKS	BOS/Senate/Academic council minutes, Brochure & program schedule, Sample evaluated project reports, Copy of notification along with relevant details of establishment of centre for IKS - IDP Committee, NEP Committee Dr. Bapu R. Thorat, Govt. College, Chh. Sambhajinagar

Input - 1. Curriculum Design: Inputs - Open for public viewing in their portals (75/75/50)

Process:

- ❑ Students' Feedback
- ❑ Teachers' Feedback
- ❑ Stakeholders' involvement
- ❑ Method of periodic upgradation
- ❑ Review mechanism
- ❑ Transparent responsible and inclusive methods of functioning
- ❑ Expanding access to high-quality Technical and Vocational Education and Training (TVET)
- ❑ Emphasizing the importance of enabling life-long learning focused on skilling, reskilling, and upskilling especially for vulnerable groups
- ❑ Encourage mobility of students, scholars, across higher education institutions

Outcome:

- ❑ Successful completion of Course (Passing) – Result analysis, drop-out ratio
- ❑ Updated knowledge
- ❑ Time management catering to the needs of the semester system – Academic calendar, Exam calendar, programs and extension activity calendar, etc.
- ❑ Policies - Innovative ideas/ways of exercising policies/ patents/high impact publications, books, etc.
- ❑ Teaching content contextualised leading to real-world skilling in the learners
- ❑ Enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society
- ❑ Multidisciplinary and holistic education

♣ High progression to higher education, High placements or self-generated jobs (entrepreneur), innovations, Awards/Recognitions/ Inventions/Wealth generation, students with more meaningful and satisfying lives and work roles and economic independence

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Input- 2. Faculty Resources: **Input** - Applications received (50/50/100)

No.	Metric Title
2.1 (U/A)	Recruitment
2.2	Faculty Quality (30/25/50)
2.2	Pay and Allowances
2.3	Faculty Diversity
2.4	Faculty development (10/15/30)
2.5	Faculty Retention
2.6	Faculty Student Ratio (10/10/20)

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No.	Metric Title	Metric Description	Responsibility
2.1 (U/A)	Recruitment	**Faculty sourcing practices includes:** 1. Short listing based on ORDINANCES of Central/ State/ other Universities 2. List of candidates shortlisted posted on website of the institution 3. Provision of appeal against short listing 4. Selection committees constituted as per UGC regulation 2018 5. Roster followed for selection of teachers 6. Selection based on Academic Score/Written Test/Personal Interview 7. Required No. of teaching position as per regulatory body and Filled Up Posts of Faculty 8. Selection process for faculty transparent and open	
2.2	Pay and Allowances	**Whether the pay and allowances are as per UGC/AICTE norms:**	Office (for contract/CHB faculties)
2.3	Faculty Diversity	**Ratio of teachers with gender and geographic diversity to the total number of teachers:**	Office/IQAC
2.4	Faculty development (10/15/30)	**Percentage of faculty attended training programs (AICTE, UGC, ARPIT and similar), faculty sponsored for industrial training, fellowships etc.** ❑ Number of full-time teachers attended orientation program/faculty development programmes and/or refresher courses ❑ Number of faculty members sponsored for industrial training (minimum two months), fellowships, etc. during last three years. ❑ Total number of full-time teachers (without repeat count) worked in the institution during the last three years	- **Certified list** of faculties attended training programs with details. - **Certified/e-copies of the certificates** of completion for faculty sponsored towards industrial training, fellowships, etc.
2.5	Faculty Retention	**Percentage of faculty worked in the institution continuously for the past three years against the sanctioned post:**	Office/IQAC
2.6	Faculty Student Ratio (10/10/20)	**Number of students per faculty during the last three years, Cadre-wise faculty strength:** ❑ Total number of full-time teachers year-wise during the last three years. ❑ Total number of students year-wise during the last three years	**Teacher-student ratio of 1:20 with a minimum combined faculty strength to total students on roll**

Input- 2. Faculty Resources: Input - Applications received (50/50/100)

2.2	Faculty Quality (30/25/50)	Cadre-wise faculty strength: **(A) Ratio of the teaching posts in cadre of Assistant Professor, Associate Professor, Professor, Professor of practice against sanctioned posts:** ❑ Number of Assistant Professor, Associate Professor, Professor, Professor of practice in position ❑ Number of Ad-hoc, contract, visiting faculty (serving the institution for at least two semesters continuously) **(B) Percentage of teachers with doctoral degree and similar qualifications:** ❑ Percentage of full-time teachers with Ph.D./D.M./M.Ch./D.N.B-Super speciality/L.L.D./D.Sc./D.Litt. during last three years ❑ Number of full-time teachers with Ph.D. or equivalent/ Total number of full-time teachers **(C) Average experience – Average teaching experience of full-time teachers including previous experience (Data to be provided only for the latest completed academic year, in number of years):** ❑ Total teaching experience of full-time teachers on rolls appointment orders/ Experience certificates	❑ **Approved documents by Senate/Respective body showing sanctioned and filled strength of faculty (Cadre wise)** ❑ **Certified list of faculties having Ph.D. or equivalent along with particulars of the degree awarding university, subject and year of award per academic year and years of experience in the institution** ❑ **Copies of Ph.D. or equivalent degrees** awarded by UGC recognised universities

Input- 2. Faculty Resources: Input - Applications received (50/50/100)

Process:

- ❑ Constitution of Selection Committee, Shortlisting procedure, Personality aspects, Pedagogy, Integrated Score with appropriate weightage, etc.
- ❑ Appropriate consideration of faculty selection parameters (e.g. Professional skills like performing arts, visual arts; writing case studies for management institute faculty) and practical based selection
- ❑ **Continuous professional development of teachers through the Malviya Mission Programme and other similar programmes approved by UGC/AICTE.**
- ❑ **Consideration of parameters for ensuring social inclusivity measures in the HEIs (gender parity/ disabled/ trans-person/ SDGs) with appropriate weightages**

Outcome:

- ❑ **Merit-based selection** with due importance to equity and diversity
- ❑ **Reflection in career path of students**

❖ **Student progression towards higher level of education** in good institutions/ professional life/ social acceptance and moulding them to be responsible citizens, High quality faculty that contribute towards the implementation of NEP 2020.

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Input- 3. Infrastructure: Inputs - Infrastructure Development (50/50/75)

No.	Metric Title
3.1	Physical Infrastructure (10/10/20)
3.2	Learning Resources (10/10/25)
3.3	IT infrastructure (10/10/20)
3.4 (U/A)	Research Resources (10/15/NA)
3.5	Divyangjan friendly facilities (05/05/10)
3.6 (U)	Innovation Resources (05/NA/NA)

No.	Metric Title	Metric Description	Responsibility
3.1	Physical Infrastructure (10/10/20)	The physical infrastructure facilities available in the institution includes (as per the requirements stipulated by the statutory authorities) include (with essential and auxillary): 1. Classrooms/lecture halls, 2. Teaching Laboratories, Research Laboratory, 3. Workshops, 4. Hostel, 5. Computer Lab, Language Laboratory 6. Sports facilities, 7. Grounds, 8. Gymnasium, 9. Auditoriums, 10. Seminar halls, 11. Health and wellness centre, 12. Canteen, 13. Guest House, 14. Transportation facilities, 15. Faculty common room, 16. Separate clean washrooms for girls and boys, 17. Clean drinking water facilities, 18. Adequate lighting facility, 19. Museum, Artifacts (classification in terms of academic/non-curriculum/Area)	Provide the statutory norms of selected options Approved master plan of the campus Geotagged photos of each selected options/campus tour video depicting each of the selected option
3.2	Learning Resources (10/10/25)	Average expenditure on purchase of – Books, Language lab, e-books consortia membership, Subscription and digital resources, added to the library year wise during last three years ❑ Expenditure on purchase of books, e-books/subscription and digital resources year-wise during last three years (INR in Lakhs) ❑ Total expenditure excluding salary year-wise during the last three years	- Audited income & Expenditure statement of the institution to be signed by CA & counter signed by the competent authority - Relevant expenditure claimed for purchase of books, e-books/ Subscription and digital resources should be clearly highlighted
3.3	IT infrastructure (10/10/20)	The IT infrastructure facilities include: High-speed and reliable internet, Effective Learning Management System, Virtual Labs/classroom, Technical support for ICT-related issues, Computers, Licenced software, AR/VR - Augmented Reality (AR) and Virtual Reality (VR) seamlessly integrate the digital world: ❑ Total available bandwidth of internet connection in the institution (in MBPS) ❑ Student computer ratio for the latest completed academic year – Number of desktops/labtops available for student usages Dr. Bapu R. Thorat, Govt. College, Chh. Sambhajinagar	IT and Computer Laboratory Committee, IQAC - Bills for any one month of the latest completed academic year indicating connection plan, speed & bandwidth - Geotagged photos of virtual Labs/Classroom with AR/VR, etc. - Stock register attested copies - Minutes of the IT committee/any other relevant committee

3.4	**Research Resources (10/15/NA)**	The Institution has an e-Library (Research resources available at the institution during last three years) – ❏ e – journals/consortia Membership/subscription, ❏ e – Shod Sindhu - Membership/subscription ❏ Discipline-specific Databases, ❏ Plagiarism Check software, ❏ Licensed statistical software, ❏ Discipline specific simulation software ❏ Central instrumentation centre/Facility ❏ Discipline specific research laboratory ❏ Any other to be specify	e-copy of subscription letter/membership letter or relevant documents Minutes of the library committee/ any other relevant committees highlighting the decision of subscription/purchase
3.5	**Divyangjan friendly facilities (05/05/10)**	The Divyangjan friendly, barrier free environment institution has facilities includes: ❏ Built environment with **ramps/lifts** for easy access to classrooms. ❏ **Divyangan friendly washrooms** ❏ Signage including **tactile path, lights, display boards and signposts** ❏ **Assistive technology and facilities for Divyangjan** - accessible website, screen-reading software, mechanized equipment. ❏ **Provision for enquiry and information**: Human assistance, reader, scribe, soft copies of reading material, screen reading	Office - **Geotagged photographs/Videos of the facilities** - **Details of the software procured**
3.6 (U)	**Innovation Resources (05/NA/NA)**	**Availability of -** Innovation/Tinkering Labs, Technology business incubators Any other incubation or innovation Facilities – Instruments, Software's, Working facilities, IT laboratory, etc.	**Incubation center, Research & Development cell**

Input- 3. Infrastructure: Inputs - Infrastructure Development (50/50/75)

Process:

❑ **Details of land**, classroom, research laboratory, computer centre, workshops, restaurant, theatre, dining hall, library, administrative office, faculty rooms, central stores, security, housekeeping, examination control office, placement office, common room, first aid cum sick room, guest house, sports club/ Gymnasium, auditorium, hostel

❑ **Logistics for infrastructure for connecting to the students, faculty and staff**

Outcome:

❑ Holistic view of the existing capabilities of the institution.

❑ Judgement of capabilities for expansion

Better outcomes from students and their academic courses; Creates an eco-system that ensures that a healthy development of courses, students, faculty, and staff takes place

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Input- 4. Financial Resources & Management: Inputs - Financial Resources & Management (50/50/50)

No.	Metric Title
4.1 & 4.2 (20/20/20)	Capital Income
	Revenue Income
4.3 & 4.4 (10/10/20)	Capital Expenditure
	Revenue Expenditure
4.5	Sustainability and Growth (10/10/NA)
4.6	Financial Controls & Risk Management (10/10/10)

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No.	Metric Title	Metric Description	Responsibility
4.1 & 4.2 (20/20/10)	Capital Income	The amount received towards Capital – ❑ **Government grants** ❑ **Management contributions** ❑ Loans ❑ Endowments, etc.	- **Online MIS – Office software report, Cash book photocopy, Statement certified by CA**
	Revenue Income	Amount received from multiple sources like - ❑ **Fees** ❑ R&D grants ❑ Salary Grants ❑ **Alumni contribution** ❑ **Consultancy** ❑ **Endowments** ❑ **Scholarships, etc.**	Office
4.3 & 4.4 (10/10/20)	Capital Expenditure	Amount spent on various infrastructure like – ❑ Instructional building ❑ **Academic infrastructure including library, hostels, residences, amenities, payment of rentals**	**IDP committee, Office**
	Revenue Expenditure	Amount spent on various heads like – ❑ Salaries ❑ Maintenance ❑ Administration ❑ **Scholarships & assistance** ❑ Electricity ❑ Transport ❑ **Career Guidance and Skilling** ❑ **Employee benefits** ❑ **Extracurricular and co-curricular activities, etc**	**Office, Student Well fare committee, Career Guidance Cell, Placement Cell, NSS, NCC, WDC, Anti-Ragging committee, HoD, etc.**
4.5	Sustainability and Growth (10/10/NA)	Strategies for financial sustainability and growth: ❑ Corpus created ❑ Diversification of Investments ❑ Plans for increasing capital and revenue income ❑ Decentralized budgeting	- Audited income & expenditure statement certified by CA - Audit extracts of the same certified by CA
4.6	Financial Controls & Risk Management (10/10/10)	Mechanisms of financial control are in place: ❑ Internal audits ❑ External/statutory audits ❑ Risk Management approaches	- **Audited income & expenditure statement certified by CA** - **Audit extracts of the same certified by CA**

Input- 4. Financial Resources & Management: **Inputs** - Financial Resources & Management (50/50/50)

Process:

- ❑ **Seed money for teachers, students and researchers**
- ❑ **Support for conferences, workshops, Seminars, equipment, research etc. to students, teachers and researchers**
- ❑ Total Amount spent on **developing facilities, library, e-resources, labs, training teachers and staff for undertaking outreach activities**
- ❑ Amount spent on salary of teaching and non-teaching staff
- ❑ Expenditure on infrastructure augmentation
- ❑ **Amount received in donation and CSR funds**
- ❑ **Revenue generated from outreach activities**
- ❑ **Utilized amount on library, labs, workshops, other expenditure, salary of teaching and non-teaching staff, maintenance of infrastructure, consumables, Seminars/Workshops/ Conferences, each value given separately for each of the last 3 financial years**

Outcome:

- ❑ Detailed **overview of the financial health and existing capabilities** of the institution, Judgement for expansion of the institutes

Better judgment about the outcomes from student, faculty and researchers; Creates an eco-system that ensures that a healthy development of student, and faculty can be correlated

Process (~ 50%)

Process- 5. Learning and Teaching: **Inputs** - Diversity of content & contemporary issues in content delivery (125/150/150)

No.	Metric Title
5.1	Pedagogical Approaches (30/35/40)
5.2	Internships, Field Projects etc.
5.3	Assessment components (20/25/20)
5.4 (U/A)	Academic Grievances redressal (10/15/10)
5.5	Catering to Diversity (10/15/25)
5.6	Learning Management System (20/20/20)
5.7	Industry Academia Linkage (20/25/25)
5.8	Adherence to academic calendar (15/15/10)

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No.	Metric Title	Metric Description	Responsibility
5.1	Pedagogical Approaches (30/35/40)	**Teaching learning techniques include:** ❑ Lecture based teaching-learning ❑ Group- teaching and learning ❑ Individual learning/self-study ❑ Inquiry based learning ❑ Kinaesthetic learning ❑ Game Based learning ❑ Expeditionary learning ❑ Technology based learning ❑ Peer teaching ❑ Learning through problem-solving, ❑ Project based learning, etc	Academic coordinator of IDP, IQAC, All faculty members - Sample lesson plan for courses with specific teaching techniques as selected in the item - Data on website - links
5.2	Internships, Field Projects etc.	**Percentage of students undertaking –** ❑ Internships ❑ Field Projects	Internship Cell, HoDs
5.3	Assessment components (20/25/20)	**The Continuous Evaluation system of the institution involves the following methods:** ❑ Quiz with MCQ ❑ Seminar presentations ❑ Case study ❑ Projects ❑ Assignments ❑ Any other, please specify (for e.g. self-assessment, peer assessment, assessment of vocational skills)	Examination Committee, HoD - Sample of lesson plan for courses with specific assessment method as selected by the institution - Minutes of BOE indicating continuous internal evaluation and approved methods of evaluations.
5.4 (U/A)	Academic Grievances redressal (10/15/10)	**The Grievance redressal system in the academic areas includes:** ❑ Sharing copies of answer script ❑ Re-totalling ❑ Re-evaluation ❑ Shortage Attendance ❑ Any others	- Policy document/examination manual for academic grievance redressal system highlighting the selected options.

5.5	Catering to Diversity (10/15/25)	**Support for Differential Learning includes:** ❏ Inclusive Remedial Teaching; ❏ Peer assisted Remedial Teaching; ❏ Multi-Sensory Remedial Teaching; ❏ Bridge courses; ❏ Enrichment courses; ❏ Language proficiency courses; ❏ Teaching and writing examinations in Bhartiya Bhashas	IQAC - Circular and time table of different learning classes, specific approach and list of students enrolled - Detailed report with photographs based on each option selected
5.6	Learning Management System (20/20/20)	**The Institutional LMS includes the following - Sharing teaching Material, Submission of Assignments, Mobile Learning, E-discussion platforms, Assessment outcomes, Blended learning support, Asynchronous learning:** Effective use of the institution LMS is reflected through the following: ❏ Sharing teaching materials ❏ Submission of assignment ❏ Assessment outcomes ❏ Blended learning support	IQAC, Office - Screen shots of every selected module.
5.7	Industry Academia Linkage (20/25/25)	**Nature of industry academia collaboration and activities involves the following:** ❏ Lectures from Industry experts ❏ Field visit /Industry visit ❏ Internship outside the curriculum ❏ Collaborative workshop/ seminar/ conference with industry and stakeholders	Linkage and Collaboration committee, HoDs - Proof of linkage/collaboration with relevant details - Proof of lectures from industry experts - Proof of workshop, field visit, seminar, conference, etc.
5.8	Adherence to academic calendar (10/15/10)	❏ **Whether the number of teaching days are followed as per the UGC guidelines:** Number of teaching days in a year = ❏ Average number of days from the date of last semester end/year-end examination till the last date of declaration of result year-wise during the last three years	- Reports from controller of examination (COE)/ Annual reports mentioning the relevant details - Notified exam & result declaration date – year-wise and semester wise

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Process- 5. Learning and Teaching: Inputs - Diversity of content & contemporary issues in content delivery (125/150/150)

Process:

❑ **Normal classroom practice (Top-down approach), Interactive method/collaborative/contextual learning, Experiential learning, Critical, ab-initio thinking and problem-solving methods**

❑ Field work & evaluation

❑ **Inculcating research-oriented study**

❑ Cultivating deeper interest in the subject to spur learning by self-efforts

❑ **Harnessing digital technologies to overcome the digital divides for all learners**

❑ Promoting open, equitable and secure scientific collaboration across research and higher education institutions

Outcome:

❑ Need to have a benchmark of learning outcome

❑ **Promotion of research activity and new areas of thoughts**

❑ Developing the aptitude of connecting insights across domains

♣ **Attainment of learning outcome, progression in studies & profession, Promotion of self-sufficiency**

♣ **Contribution towards different areas of learning/research through new and innovative critical ideas and thoughts, Creating confident citizens**

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Process- 6. Extended Curricular Engagements: **Inputs** - Credit for EC/CC activities (Extracurricular (EC) and Co-Curricular (CC) Activities); Curriculum & engagement with society; Outreach activities; Projects/internships executed on real-world problems (100/125/125)

No.	Metric Title
6.1	Technical/Domain related Clubs, activities and technical festivals (20/25/25)
6.2	Cultural Clubs and activities and festivals (20/25/25)
6.3	Mental health/wellbeing clubs and activities (10/15/15)
6.4	Value Education (10/15/15)
6.5	Sports clubs/teams and activities (15/20/20)
6.6	Community related (focus) activities including UBA (25/25/25)

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Process- 6. Extended Curricular Engagements: **Inputs** - Credit for EC/CC activities (Extracurricular (EC) and Co-Curricular (CC) Activities); Curriculum & engagement with society; Outreach activities; Projects/internships executed on real-world problems (100/125/125)

No.	Metric Title	Metric Description	Responsibility
6.1	Technical/Domain related Clubs, activities and technical festivals (20/25/25)	❏ **No. of Technical/Domain Clubs** with no. of students ❏ **Total number of Activities club-wise** ❏ **No. of institutions participated in the Domain related festivals** ❏ **Involvement of industry bodies involved** ❏ **Number of professional bodies involved** ❏ **Number of Hackathons/workshops conducted**	HoDs, related Committees, Web-Site committee, Industrial linkages cell - Details of existing club published in institutional prospectus/Brochure - Reports of the events - List of students participated
6.2	Cultural Clubs and activities and festivals (20/25/25)	❏ No. of Cultural Clubs with no. of students, ❏ Total number of Activities club-wise, ❏ No. of institutions participated in the cultural festivals, ❏ Number of activities to celebrate diversity (such as Ek Bharat Shreshta Bharat programme)	Cultural Committee and related Clubs - Details of existing cultural club published in institutional prospectus/Brochure - Reports of the events - Certified list of institutions participated, and activities conducted
6.3	Mental health/wellbeing clubs and activities (10/15/15)	(A) No. of activities or clubs involved in promoting mental wellbeing such as Yoga, counselling, Meditation etc. (B) Student Mentoring activities include — ❏ Students counselling ❏ Training the faculty to identify student psychological issues ❏ Availability of trained counsellors	Gymkhana, Health Committee - Details of mental wellbeing clubs activities and report of the activities - Copy of counselling schedule and registry - Reports of training programs for faculty - Details of trained counselling experts
6.4	Value Education (10/15/15)	Activities which focus on inculcating values, ethics, morals, etc. ❏ Number of courses on value education (credit/non-credit) ❏ Number of lectures/seminars on value education	- Certified list of courses focuses on value education - Proofs for lecture/seminars on value education & rewards/ recognition

6.5	Sports clubs/teams and activities (15/20/20)	❑ No. of students participated in the sports events organised by other institutions at the state, national and international levels, ❑ Percentage of students participated in the sports events organised by other institutions at the state, national and international levels	Gymkhana Certified list of students participated in the sports events, Attested certificate copies
6.6	Community related (focus) activities including UBA (25/25/25)	**(I) The social awareness activities conducted by the institution on communities can be illustrated through:** ❑ **Improved gender ratio** ❑ Improved GER ❑ **Clean Village activity/drive** ❑ **Disease free village** ❑ **Awareness on fitness of resources** ❑ **Constitutional awareness** ❑ Eco-friendly communities/village ❑ Improved literacy levels ❑ Empowered women communities ❑ School reach-out programs ❑ Energy literacy awareness ❑ Any other to be specified (Social awareness and impact level to be added); **(II) Health and Hygiene related activities** ❑ Medical Camps, ❑ Blood Donation Camps, ❑ Promoting Village Sports, ❑ Educating Rural Students, etc. **(III) Adoption of village under UBA (Unnat Bharat Abhiyan)**	- Details record of each activity, Broacher, Notice, List of students participation, Photographs (Geotag) - Certified list of the villages adapted and social awareness activities conducted - Report submitted to UBA for the selected activities done in the adapted village with photographs.

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Process- 6. Extended Curricular Engagements: **Inputs** - Credit for EC/CC activities (Extracurricular (EC) and Co-Curricular (CC) Activities); Curriculum & engagement with society; Outreach activities; Projects/internships executed on real-world problems (100/125/125)

Process:

- Incentivization (financial etc.) and **special focus to marginal sections, Logistic, connecting to the syllabus**
- **Social outreach and Community Engagement**
- Involvement of **students to connect with society** in the context of curriculum
- **Social research in collaboration with** concerned bodies
- Adoption of nearby institutions, bodies or villages
- **Exchange programmes**

Outcome:

- Holistic concepts of institutional learning, more complete realization of human potential
- Understanding the **relevance of curriculum for effective social and community engagement**
- Increased **involvement of the students in the societal level** and realizing their sense of responsibility as a social being
- ♣ **Representation of students in national/ larger bodies**, Creates an eco-system that uncovers innate talents in the society

Better acceptability of the institutions by society; Community improvement in terms of health, education & economic upliftment

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Process- 7. Governance and Administration: **Inputs** - Act, Statutes, Regulations, Policies; Mission to achieve the vision (100/100/125)

No.	Metric Title
7.1 (U)	Statutory Compliance and Public disclosure (10/NA/NA)
7.2	Institutional Development Plan (10/10/10)
7.3	e-Governance (10/10/10)
7.4	Student & Employee Welfare (10/15/20)
7.5	Grievance handling Mechanism (5/5/10)
7.6	Quality Assurance System (10/10/20)
7.7	Effective Leadership (10/10/15)
7.8 (U)	National, Inter-National, Inter University collaborations (15/10/NA)
7.9	Efforts for Employability (10/15/20)
7.10	Faculty Retention (10/15/20)

No.	Metric Title	Metric Description	Responsibility
7.1 (U)	Statutory Compliance and Public disclosure (10/NA/NA)	The Acts, Statutes, Ordinances, Regulations of the university are formed following statutory guidelines and the public disclosure in HEI website includes display of: ❑ Statutes, Regulations and Ordinances are framed as per the Acts and statutory guidelines ❑ Details of the members of different statutory committees and their functions. ❑ Frequency of meetings and Minutes of meetings. ❑ Annual reports. ❑ Curriculum, Academic regulation, calendar, circulars etc. complied/Not complied	Office, Website Committee ▪ Provide the link for proofs of items selected in the institutional website
7.2	Institutional Development Plan (10/10/10)	HEI clearly stated its vision and mission and oriented well drafted Institutional development plan (IDP)/strategic plan by promoting the same through: ❑ Stakeholders involvement in the formulation of IDP/strategic plan ❑ Displaying vision and mission and quality policy in a various strategic location, on the website, brochures, and advertisements. ❑ The IDP/strategic plan along with long term goals, Operational Goals, clearly defined milestones are widely published and hosted in institutional website. ❑ The regular academic and administrative audit accounts and re-orient the institutional activities towards the IDP/strategic plan ❑ Specific interventions strategies and course correction to re-align to IDP/strategic plan	IDP Committee ▪ Photographs clearly showing vision and mission in the IDP/strategic places of the institution ▪ Minutes of the meeting of IDP ▪ IDP documents ▪ AAA report ▪ Geotagged photographs Only (2) and (3) points applicable to Affiliated college.
7.3	e-Governance (10/10/10)	HEI implementing the policies of Digital India initiatives of GOI and others e-Govt. initiatives are reflected through: ❑ NAD implementation. ❑ ABC implementation ❑ Administration including complaint management and paperless office. ❑ Finance and Accounts though digital systems ❑ Student Admission and Support though e-governance platforms ❑ Digital services in augmenting examination section ❑ Use of Samarth e-governance platform/institutional MIS/ERP or similar platform ❑ Secured IT system ❑ Any other please specify	Office, Examination committee, Admission committee, NEP Committee ▪ Policy document on digital India and e-governance ▪ Enrolment proof for NAD and ABC ▪ Screen shots of user interfaces ▪ Proof of subscription of IT security services

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7.4	Student & Employee Welfare (10/15/20)	HEI has Effective Employee Welfare provisions for teaching, non-teaching staff and other beneficiaries which includes following: ❑ Subsidized interest/interest free loans or consideration/concession to employees' dependents in admission ❑ Health & life Insurance schemes – for faculty/students ❑ Support through in-campus infrastructure facilities like in-house crèche, school(s), staff quarters, hospital, and other facilities ❑ Policy on various leaves (such as sabbatical, study leave, etc.) and academic concessions ❑ Safety audit and resultant maintenance for continuous quality living & ambience ❑ Scholarships for needy students, free ships/fee waiver, Medical insurance benefits ❑ Any other please specify – Staff Clubs, Staff Society, etc.	Staff welfare scheme, Office, Health Committee, Staff Clubs, Staff Council, Staff Society. ▪ Policy documents on the students and employee welfare ▪ Appropriate proof substantiating the option selected
7.5	Grievance handling Mechanism (5/5/10)	Institutional level grievance handling Mechanisms is available and has the redressal cells to resolve grievances including sexual harassment and ragging cases. ❑ Internal complaint committee ❑ Women Anti Sexual-Harassment Cell ❑ Anti Ragging Cell ❑ Counselling Centre ❑ Grievance redressal Cell ❑ Ombudsman ❑ Equal opportunity like SC/ST, OBC, Minority cells, etc. ❑ Specify if, any other Cell	Women Anti Sexual-Harassment Cell, Anti Ragging Cell, Counselling Centre, Grievance redressal Cell ▪ Details of Grievance redressal committees ▪ Annual report of the committee monitoring the activities ▪ Number of grievances
7.6	Quality Assurance System (10/10/20)	The institution has dynamic Internal Quality Assurance Centre/System and its facets are: ❑ IQAS/IQAC/CIQA is aligned with IDP and involves all relevant stakeholder ❑ IQAS/IQAC/CIQA intertwines its activities with various committees of the institution ❑ IQAS/IQAC/CIQA promotes quality with activities such as orientation programmes on institutional quality, seminars, workshops, etc. ♣ Regularly conducts Academic Administrative audits and assess the performance and provides feed back to the system. ♣ Practice of quality circle ♣ Conducts periodic Stakeholder satisfaction survey and provide feedback	IQAC ▪ Provide the details of composition of IQAC ▪ Annual report of IQAC ▪ Activities conducted through the IQAC ▪ Report of AAA conducted by the IQAC ▪ Action taken report of the minutes of meeting ▪ Short- and long-term goals of the IQAC ▪ Provide the analysis and action taken report of stakeholder satisfaction survey

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7.7	Effective Leadership (10/10/15)	**Effective leadership is reflected in various Institutional practices through:** ❑ Adequate representation of stake holders in decision-making. ❑ Delegation of administrative powers ❑ Delegation of financial powers ❑ Effective feedback system. ❑ Inclusion and diversity in leadership (e.g. gender/cadre) Percentage of autonomous colleges out of the total number of colleges (not applicable for unitary universities) (University only) ❑ Total number of autonomous colleges affiliated to the university ❑ Total number of colleges affiliated to the university	All Committees and Office ▪ Organization chart with roles and responsibilities ▪ University act/ordinances ▪ List of statutory committees and its minutes ▪ Attested office procedure on effective communication, layered approvals & escalation of issues ▪ Proof of feedback mechanism on governance
7.8 (U)	National, Inter-National, Inter University collaborations (15/10/NA)	**The University promotes National and international collaborations to provide exposures to its faculties to students through:** ❑ Students exchange ❑ Faculty exchange ❑ Networking and sharing resources ❑ Joint degree and research programmes ❑ Focus consortium ❑ Mentorship programmes ❑ Collaborative research ❑ Industry/Community collaboration, etc	HoDs, Collaboration and Linkages committee ▪ Provide relevant documents as proof for existing and valid national and international collaborations ▪ List of activities ▪ Reports with photographs
7.9	Efforts for Employability (10/15/20)	❑ Life skill workshops ❑ Personality developments ❑ Aptitude development ❑ Communication development ❑ Organizing pooled campus interviews/Job fair/placement drive ❑ Mentoring/ Career counselling for employability	▪ Report of the employability related workshops, programmes ▪ Programme schedule ▪ Sample certificates ▪ Geotag Photos
7.10	Faculty Retention (10/15/20)	**Percentage of the full-time teachers retained during the last three years** Number of full-time teachers worked during the year prior to the last three years of the assessment period Number of full-time teachers worked in the institution out of number of full time teachers from the preceding academic year	▪ Certified list of teachers/faculties ▪ Certified list of faculties retained in the institution and those left the institution

Process- 7. Governance and Administration: **Inputs** - Act, Statutes, Regulations, Policies; Mission to achieve the vision (100/100/125)

Process:

- ❏ Implementation conforming to Act, Statutes, Regulations, Policies
- ❏ Amendment procedure
- ❏ Implementation of e-Governance, Decentralisation, participative management strategies
- ❏ High-Level Principles on Lifestyles for Sustainable Development (LiFE) with appropriate weightage
- ❏ Effective Grievance Redressal Mechanism and resolution of complaints
- ❏ Performance related statistics like increase in enrolment, gender parity ratio, SC/ST/OBC/EWS Student enrolment
- ❏ Promotion of internationalization of education

Outcome:

- ❏ Better conflict resolution
- ❏ Increased GER
- ❏ Timeline of execution of administrative tasks
- ❏ Better management of the institution and its admin

Restoration of India's role as a Vishwaguru

Outcomes (~ 25%)

Outcome- 8. Student Outcomes (150/125/100)

No.	Metric Title
8.1	Placements/ Employment
8.2	Graduate Progression (40/30/15)
8.3	Self-employment/ entrepreneurship
8.4	Competitive Exams
8.5	Awards/Prizes/ Recognitions for curricular and extended curricular areas (25/15/05)
8.6	Students Enrolment (25/20/10)
8.7	Pass percentage or Graduation rate (NA/NA/10)
8.8	Student /alumni learning experience (60/60/60)

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No.	Metric Title	Metric Description	Responsibility
8.1	Placements/ Employment	**Percentage of graduates Employed through campus placements or otherwise along with details of median salary**	Placement Cell
8.2	Graduate Progression (40/30/15)	**Percentage of graduates progressed to Higher Education/placements/employment, self-employment/entrepreneur and Research** ❑ Number of graduates progressed/Number of students graduates year-wise	HoDs, Office ▪ List of students progressing for Higher education and placement ▪ Appointment orders of students ▪ Enrolment to higher education record ▪ Certified list of students who are self-employed/entrepreneur/self-practicing
8.3	Self-employment/ entrepreneurship	**Percentage of graduated students becoming entrepreneur/self-employed during the last three years**	Incubation cell & Placement cell
8.4	Competitive Exams	**Percentage of graduated students qualifying in NET/SLET/GATE/UPSE/ GPAT/GMAT/CAT/CEED/** during the last three years	HoDs
8.5	Awards/Prizes/ Recognitions for curricular and extended curricular areas (25/15/05)	(1) **No. of external Academic Awards and Recognitions received by the students in the assessment period** (2) **Number of awards/ medals for outstanding performance in curricular, co-curricular & extra-Curricular activities and sports at state/ regional/ national/ International events for students in the last three years (merge)**	HoDs, Cultural committee, Gymkhana - e-Copies and list of certificates - e-Copies of the award letter

8.6	Students Enrolment (25/20/10)	❏ **Percentage of students admitted in first year of the program against the sanctioned seats intake during last three years** ❏ **Total number of students admitted** in first year/Total number of sanctioned seats year-wise	Admission Committee - **Document relating to sanction of intake** as approved by competent authority - **Extract of sanctioned admission strength** in each program vs number of applications received for each program (Only fresh admissions to be considered)
8.7	Pass percentage or Graduation rate (NA/NA/10)	**Percentage of students completed the program in stipulated time against the enrolment:** Pass percentage of students during last three years (Excluding backlog students) ❏ Number of final year students who passed/number of final year students who appeared for the university examination ❏ Number of final year students who appeared for the university examination year-wise during the last three years	HoDs ▪ **Result sheet** of the University ▪ **Result analysis** signed by the head of the institution
8.8	Student /alumni learning experience (60/60/60)	**Through Survey – Track the students** Database of all students on roll and alumni in past three years need to be prepared as per data template and shared with NAAC along with the online submission of QIF)	Alumni Association Committee **The list showing enrolment number, name, contact number, email-Id in the excel sheet**

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Outcomes- 9. Research and Innovation Outcomes: **Inputs** - New imagination/problems and Proper policy for promotion of research and research facilitation. (125/100/50)

No.	Metric Title
9.1	External Research Grants (20/20/20)
9.2	Research Publications (30/25/20)
9.3 (U/A)	Research Quality (20/20/NA)
9.4 (U)	PhDs Awarded (20/20/10)
9.5 (U)	Research Fellowships (20/NA/NA)
9.6 (U/A)	IPRs produced (10/05/NA)
9.7	Consultancy and Training (10/10/NA)
9.8	Research Collaboration
9.9	Number of student Startups

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No.	Metric Title	Metric Description	Responsibility
9.1	External Research Grants (20/20/20)	**No and amount of Externally funded research project per faculty**: ❑ Number of externally funded research projects through Government and non-Government sources such as industry, corporate houses, national & international bodies (for non-govt. grants more than 100 lakhs (University)/5 lakhs (autonomous College)/50 thousand (Affiliated College)) for research project during the last three years ❑ Total grants received from Government and non-government sources such as industry, corporate houses, national & international bodies for research project during the last three years	Research and Development cell - **e-Copies of the sanction letter** for research projects by Government and non-Government sources such as industry, corporate houses, national & international bodies - **Utilisation or progression report or status report of the project**
9.2	Research Publications (30/25/20)	**Peer reviewed research publications per faculty in peer reviewed Journals listed in SCOPUS/WoS/UGC Care, in indexed conference proceedings /book chapters (Indexed and external only) per teacher** ❑ Total number of publications in peer reviewed Journals listed in SCOPUS/WoS/UGC Care, in indexed conference proceedings /book chapters (external) ❑ Number of books published by the faculty including book translated in Bharatiya Bhasha	Research and Development cell - **List and link of the papers published** in journals/ publications, peer reviewed conference proceedings/ book chapters (external) - **Link to the institutional website** where the first page/full paper (with author and affiliation details) - **Link re-directing to journal source – cite website in case of digital journals**
9.3 (U/A)	Research Quality (20/20/NA)	**Institutional Average h-index and citation index from SCOPUS + Web of Science** ❑ Average h-index from SCOPUS + Web of Science ❑ Average citation index from SCOPUS + Web of Science	HoDs - **List of staff with web-link of the SCOPUS & Web of Science account**
9.4 (U)	PhDs Awarded (20/20/10)	**Number of PhDs awarded by the institution per full-time teacher during the last three years**: ❑ Number of Ph.Ds awarded by the institution during the last three years ❑ Number of full-time teachers as eligible guides	HoDs - **Ph. D. award letters/certificate** of the Ph.D. students - **Letter from the university indicating name of the Ph.D. student with title** of the doctoral study and the name of the guide

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9.5 (U)	Research Fellowships (20/NA/NA)	**Number of research fellowships (JRF/SRF) received among the enrolled Ph.D. scholars in the institution during the last three years:** The number of JRFs, SRFs among the enrolled Ph.D. scholars in the institution during the last three years Number of Ph.D. scholars enrolled during last three years	HoDs - **Certified list of JRFs, SRFs** and others along with the details of the funding agency - **e-Copies of fellowship award letters**
9.6 (U/A)	IPRs produced (10/05/NA)	**Total number of IPR including published/granted patent, copyright, trademark, Geographical indication (GI), Design registration, contributing to OER in the last three years** ❑ No. of IPR granted patent, copyright, trademark, Geographical indication (GI), Design registration ❑ No. of IPR published patent, copyright, trademark, Geographical indication (GI), Design registration ❑ No. of OERs	Research and Development cell - **e-Copies of certificate of registration of patents, copyright, trademark, Geographical indication (GI), Design registration** - **IPR granted in the name of the faculty with the institutional affiliation**
9.7	Consultancy and Training (10/10/NA)	❑ **Number of consultancy projects and their revenue per faculty during the last three years** (a) Number of consultancy projects during the last three years (b) Revenue generated through consultancy during the last three years ❑ **Number of training programs (MDPs, EDPs, FDPs, etc) in respective discipline conducted and revenue generated** (a) Number of training programmes during the last three years (b) Revenue generated through training programmes during the last three years	
9.8	Research Collaboration	**Collaboration with national/international institutions of higher ranking /industries with their focus which include:** ❑ **Interdisciplinary research** ❑ **Inter-University national/international faculty** ❑ Community based research ❑ Technology transfer	Research and Development cell – **Policies & outputs**
9.9	Number of student Startups	**Number of outside start-ups incubated and supported through TBI**	**Incubation centre**

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Outcomes- 9. Research and Innovation Outcomes: **Inputs** - New imagination/problems and Proper policy for promotion of research and research facilitation. (125/100/50)

Process:

❑ **Interdisciplinary & Collaborative approach**.

❑ **Research addressing local and regional issues** of societal concern & global issues

❑ **Out of the box and fearless thinking** that reduces the 'fear-of-failure' barrier to develop sensitivity towards diversity in the society

❑ **Promoting open, equitable and secure scientific collaboration** and encouraging mobility of researchers and scientists across research and higher education institutions

Outcome:

❑ **Publications, Patents, Translational work, Participation of collaborative institutions** in research

Increase in Citations, Peer group recognition, Stake-holder impact, **Better funding of research by industry and other agencies**.

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Outcomes- 10. Sustainability (Green initiatives): Make college campus environmental policy – Sustainable exhibitions, Sustainable Procurement, Sustainable design, Go green on energy policy, Pollution reduction policy, Conservation of resources & Waste management policy, Awareness activities: **Inputs** - Credit for Green Initiatives (75/75/75)

No.	Metric Title
10.1	Community activities (25/25/25)
10.2	Waste and Water Management (20/20/20)
10.3	Progressing towards Net Zero (20/20/20)
10.4	Green Audits and Initiatives (10/10/10)
10.5	Collaborations with industry/ NGOs

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No.	Metric Title	Metric Description	Responsibility
10.1	Community activities (25/25/25)	**Number of camps conducted by NSS/NCC and other organized bodies for <u>community activities</u> (percentage. of students participated):**	NSS and NCC
10.2	Waste and Water Management (20/20/20)	**The institution effectively implements measures to conserve resources and manage waste though:** ❑ **Rain water Harvesting** Structures like Bore well recharge, Open well Recharge, Check dams, percolation and the like. ❑ **Waste water recycling** plant and management ❑ **Maintenance of natural water bodies** inside or outside campus ❑ **Segregation of Solid waste** at source ❑ Bio-waste management plants ❑ **E-waste management** ❑ Bio-Medical Waste management ❑ **Paper waste Recycling plants**	Green Audit Committee - **Geo-Tagged photos** of the facilities - **Bills for the purchase of Equipments for the facilities** - **Green audit reports** on water conservation by recognised bodies
10.3	Progressing towards Net Zero (20/20/20)	**The facilities for alternate sources of energy and energy conservation measures the institution includes:** ❑ **Solar energy** ❑ **Wind energy** ❑ Biogas plant ❑ **Wheeling to the Grid** ❑ Sensor-based energy conservation ❑ **Use of LED bulbs/power efficient equipment** ❑ **Any other, please specify**	Green Audit Committee - **Geo-tagged photographs** of the facilities - **Bills for the purchase of equipment's for the facilities** - **Government document for connecting to the grid** from the government/electricity authority

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10.4	Green Audits and Initiatives (10/10/10)	Environmental Quality of the institution and its surrounding is regularly monitored by: ❑ Energy Audit ❑ Measuring Air pollution ❑ Water Budgeting ❑ Maintaining Clean and Green Campus ❑ Beyond of campus initiatives ❑ Use of electric vehicles ❑ Green building audit (such as by GRIHA, IGBC)	Green Audit Committee - **Policy document on environment and energy usage certificate** from the auditing agency - **Certificates of the awards received from recognised agency report** on environmental promotional activities conducted beyond the **campus with Geo-Tag photos** - **Green audit/environment audit/Energy audit report**
10.5	Collaborations with industry/ NGOs	Collaborations of the institution with Industries, NGO and chapters of recognized bodies can be illustrated through: ❑ Active NCC units of Air/Navy/Army wings ❑ Active NSS units with course of activities ❑ Collaboration with industries as part of their CSR activities ❑ Social service and community awareness Programs organized in collaboration with NGO, etc. ❑ Any other collaboration yields focused results for common good of the communities	Collaboration and Linkages Committee, NSS, NCC

Process:

❑ Use of **renewable energy**
❑ **Waste Management, Rain water harvesting and water recycling policy**
❑ **Environment friendly initiatives**, e.g., Green building, Eco restoration
❑ **Spreading awareness among stakeholders – programmes.**
❑ Appreciation towards the importance of achieving SDGs rapidly

Outcome:

❑ **Orientation towards environmentally friendly actions**
❑ Shift towards renewable energy

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Thank you

From, Dr. B. R. Thorat