NAAC 💬

Reference : **Institutional Accreditation Manual for Self-Study Report Universities**

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Mission

v. To encourage self- evaluation, accountability, autonomy and innovation in higher education;

III. ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

(i)　Focus of Assessment

NAAC assessment lays focus on the institutional developments with reference to three aspects: Quality initiative, Quality sustenance and Quality enhancement

It is expected to serve as a catalyst for institutional self-improvement, promote innovation and strengthen the urge to excel.

3.　Criterion III - Research, Consultancy and Extension:

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

KEY ASPECTS

3.1　Promotion of Research
3.2　Resource Mobilization for Research
3.3　Research Facilities
3.4　Research Publications and Awards

3.5   Consultancy

3.6   Extension Activities and Institutional Social Responsibility

3.7   Collaborations

Criterion III: Research, Consultancy and Extension			
Promotion of Research	20	2	40
Resource Mobilization for Research	20	1	20
Research Facilities	30	2	60
Research Publications and Awards	100	2	200
Consultancy	20	0	00
Extension Activities and Institutional Social Responsibility	40	4	160
Collaboration	20	2	40
TOTAL	W_{III} =250		$(CrWGP)_{III}$=520
Criterion VII: Innovations and Best Practices			
Environment Consciousness	30	3	90
Innovations	30	0	00
Best Practices	40	2	80
TOTAL	W_{VII}= 100		$(CrWGP)_{VII}$ =170

2. CRITERIA - WISE INPUTS

CRITERION I : CURRICULAR ASPECTS

1.1   Curriculum Design and Development

- How are the following aspects ensured through curriculum design and development?

  - o   Employability
  - o   Innovation

o   Research

2.3   Teaching-Learning Process

- What is the university's policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students?
- Were any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching? (patented method for teaching)
- How does the university create a culture of instilling and nurturing creativity and scientific temper among the learners?
- Does the university have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

2.4   Teacher Quality

- Does the university encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

Department / School	% of faculty from the same university	% of faculty from other universities within the State	% of faculty from universities outside the State	% of faculty from other countries

- How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the university?
- How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?

- What percentage of the faculty have been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies?
- How often does the university organize academic development programmes (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

2.5   Evaluation Process and Reforms

- What is the average time taken by the university for declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode / media adopted by the university for the publication of examination results (e.g. website, SMS, email, etc.).

2.6.   Student Performance and Learning Outcomes

- How are the university's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1   Promotion of Research

- Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.
- What is the policy of the university to promote research in its affiliated constituent colleges?
- What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/ projects?
- How is interdisciplinary research promoted?

  o between/among different departments /schools of the university and
  o collaboration with national/international institutes / industries.

- Give details of workshops/ training programmes/ sensitization programmes conducted by the university to promote a research culture on campus.
- What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.
- In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.
- Does the university encourage research by awarding Post Doctoral Fellowships/Research Associate ships? If yes, provide details like number of students registered, funding by the university and other sources.
- What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars?
- Provide details of national and international conferences organized by the university highlighting the names of eminent scientists/scholars who participated in these events.

3.2   Resource Mobilization for Research

- Has the university taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?
- How many departments of the university have been recognized for their research activities by national / international agencies (UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.

3.4   Research Publications and Awards

- Does the university publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.
- Give details of publications by the faculty:
- Number of papers published in peer reviewed journals (national / international)

3.5   Consultancy

- What is the official policy of the university for structured consultancy? List a few important consultancies undertaken by the university during the last four years.

- Does the university have a university-industry cell? If yes, what is its scope and range of activities?

3.7   Collaboration

- How has the university's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations?
- Mention specific examples of how these linkages promote ∗   Curriculum development
    - Internship
    - On-the-job training
    - Faculty exchange and development
    - Research
    - Publication
    - Consultancy
    - Extension
    - Student placement

- Has the university signed any MoUs with institutions of national/international importance/other universities/ industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the university?

4.2   Library as a Learning Resource

- Give details of the library holdings:

- Print (books, back volumes and theses)

- Average number of books added during the last three years
- Non Print (Microfiche, AV)
- Electronic (e-books, e-journals)
- Special collections (e.g. text books, reference books, standards, patents)
- Book Banks
- Question Banks

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.3 Student Participation and Activities

- List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.
- Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.
- How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

- Does the university conduct a Green Audit of its campus?
- What are the initiatives taken by the university to make the campus eco-friendly?

    o Energy conservation
    o Use of renewable energy
    o Water harvesting
    o Check dam construction
    o Efforts for Carbon neutrality
    o Plantation
    o Hazardous waste management
    o e-waste management

7.2 Innovations

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

Key Aspects	Assessment Indicators
7.1. Environment Consciousness	1. Green Audit 2. Promotion of eco – friendly campus 3. E- waste management
7.2 Innovation	4. Open ended – peer team members to identify the characteristics of the innovation.
7.3 Best Practices	5. Open ended – peer team members to decide on the efficacy of the practice.

IV. THE ASSESSMENT OUTCOME

The assessment by NAAC takes a holistic view of all the inputs, processes and outcomes of an institution and thus the HEIs are expected to demonstrate how they achieve the objectives of the core values through the data and information detailed in the self study reports (SSR). The Assessment and Accreditation outcome includes a qualitative and quantitative component. The qualitative part of the outcome is the Peer Team Report (PTR) and the quantitative part includes a Cumulative Grade Point Average (CGPA), a letter grade and a performance descriptor.

(i)   Weightages

Taking cognizance of the diversity in institutional functioning, HEIs have been grouped under three major categories i.e. Universities, Autonomous colleges and Affiliated colleges and differential weightages are assigned for each of the seven criteria as detailed in the table below

Criteria	Key Aspects	Universities	Autonomous Colleges	Affiliated Colleges
1. Curricular Aspects	1.1 *(U)Curriculum Design and Development	50	50	NA
	1.1. *(A) Curricular Planning and Implementation	NA	NA	20
	1.2 Academic Flexibility	50	50	30
	1.3 Curriculum Enrichment	30	30	30
	1.4 Feedback System	20	20	20
	Total	**150**	**150**	**100**

2. Teaching Learning and Evaluation	2.1	Student Enrolment and Profile	10	30	30
	2.2	Catering to Student Diversity	20	40	50
	2.3	Teaching-Learning Process	50	100	100
	2.4	Teacher Quality	50	60	80
	2.5	Evaluation Process and Reforms	40	30	50
	2.6	Student Performance and Learning Outcomes	30	40	40
		Total	200	300	350
3. Research, Consultancy and Extension	3.1	Promotion of Research	20	20	20
	3.2	Resource Mobilization for Research	20	20	10
	3.3	Research Facilities	30	20	10
	3.4	Research Publications and Awards	100	20	20
	3.5	Consultancy	20	10	10
	3.6	Extension Activities and Institutional Social Responsibility	40	50	60
	3.7	Collaborations	20	10	20
		Total	250	150	150
4. Infrastructure and Learning Resources	4.1	Physical Facilities	30	30	30
	4.2	Library as a Learning Resource	20	20	20
	4.3	IT Infrastructure	30	30	30
	4.4	Maintenance of Campus Facilities	20	20	20
		Total	100	100	100