

Institutional Accreditation

MANUAL for Self-study Report Affiliated/Constituent Colleges



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(An Autonomous Institution of the University Grants Commission)

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I. INTRODUCTION

India has one of the largest and diverse education systems in the world. Privatization, widespread expansion, increased autonomy and introduction of Programmes in new and emerging areas have improved access to higher education. At the same time, it has also led to widespread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) spelt out strategic plans for the policies, advocated the establishment of an independent National accreditation agency. Consequently, the National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission (UGC) with its Head Quarter in Bengaluru. The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs).

The NAAC functions through its General Council (GC) and Executive Committee (EC) comprising educational administrators, policy makers and senior academicians from a cross-section of Indian higher education system. The Chairperson of the UGC is the President of the GC of the NAAC, the Chairperson of the EC is an eminent academician nominated by the President of GC (NAAC). The Director is the academic and administrative head of NAAC and is the member-secretary of both the GC and the EC. In addition to the statutory bodies that steer its policies and core staff to support its activities NAAC is advised by the advisory and consultative committees constituted from time to time.

Vision and Mission

The vision of NAAC is:

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

The mission statements of the NAAC aim at translating the NAAC's vision into action plans and define NAAC's engagement and endeavor as given below:

- 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 in 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.*

Striving to achieve its goals as guided by its vision and mission statements, NAAC primarily focuses on assessment of the quality of higher education institutions in the country. The NAAC methodology for Assessment and Accreditation is very much similar to that followed by Quality Assurance (QA) agencies across the world and consists of self-assessment by the institution along with external peer assessment organized by NAAC.

commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is a persisting concern for inculcating the core universal values like truth and righteousness apart from other values emphasized in the various policy documents of the country. The seeds of values such as cooperation and mutual understanding during the early stages of education have to be reiterated and re-emphasized at the higher education also through appropriate learning experiences and opportunities. The NAAC assessment therefore examines how these essential and desirable values are being inculcated in the students, by the HEIs.

(iv) Promoting the Use of Technology

Most of the significant developments that one can observe today can be attributed to the impact of Science and Technology. While the advantages of using modern tools and technological innovations in the day-to-day-life are well recognized, the corresponding changes in the use of new technologies, for teaching learning and governance of HEIs, leaves much to be desired. Technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. At a time when our educational institutions are expected to perform as good as their global partners, significant technological innovations have to be adopted. Traditional methods of delivering higher education have become less motivating to a large number of students. To keep pace with the developments in other spheres of human endeavor, HEIs have to enrich the learning experiences of their students by providing them with state-of-the-art educational technologies. The campus community must be adequately prepared to make use of Information and Communication Technology (ICT) optimally. Conscious effort is also needed to invest in hardware and to orient the faculty suitably.

In addition to using technology as a learning resource, managing the activities of the institution in a technology-enabled way will ensure effective institutional functioning. For example, documentation and data management in the HEIs are areas where the process of assessment by NAAC has made a significant impact. Moving towards electronic data management and having institutional website to provide ready and relevant information to stakeholders are desirable steps in this direction. In other words, effective use of ICT in HEIs will be able to provide ICT literacy to the campus community, using ICT for resource sharing and networking, as well as adopting ICT-enabled administrative processes. Therefore, NAAC accreditation would look at how the HEIs have put in place their electronic data management systems and electronic resources and their access to internal and external stakeholders particularly the student community.

(v) Quest for Excellence

Contributing to nation-building and skills development of students, HEIs should demonstrate a drive to develop themselves into centres of excellence. Excellence in all that they will contribute to the overall development of the system of higher education of the country as a whole. This '*Quest for Excellence*' could start with the assessment or even earlier, by the establishment of the Steering Committee for the preparation of the Self - Study Report (SSR) of

NAAC for Quality and Excellence in Higher Education

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The Revised Assessment and Accreditation Framework was launched in July 2017. It represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. After launching the same several modifications and updations have been carried. Recently updation of manual is in line with the NEP-2020 recommendations.

Again in January 2022 metrics related to seven criteria including both Q_nM and Q_iM have been now reduced to ease the Assessment and Accreditation process of NAAC for Affiliated/Constituent Colleges without compromising the quality aspects in Higher Education.

The stakeholders of Higher Education have given their feedback to reduce the degree and magnitude of predicament faced by them, during the process of filling their Self Study Report. Accordingly, NAAC has constituted a specialized team to look into the methodology adapted in the Revised Accreditation Framework (RAF), to facilitate all the Higher Education Institutions in the country. The Ministry of Education and University Grants Commission have requested NAAC to go for ease of doing Accreditation of Higher Education Institutions to reach the unreached specially in far flung region from different parts of the country.

Focus of Assessment

The NAAC continues with its focus on quality culture of the institution in terms of Quality Initiatives, Quality Sustenance and Quality Enhancement, as reflected in its vision, organization, operations and the processes. Experience has reiterated that these can be ascertained either by on site observations and/or through the facts and figures about the various aspects of institutional functioning. The Revised Manual places greater confidence in the latter as reflective of internal institutional processes.

In line with NAAC's conviction that quality concerns are institutional, Quality Assessment (QA) can better be done through self-evaluation. The self-evaluation process and the subsequent preparation of the Self Study Report (SSR) to be submitted to NAAC involves the participation of all the stakeholders – management, faculty members, administrative staff, students, parents, employers, community and alumni. While the participation of internal stakeholders i.e. management, staff and students provide credibility and ownership to the activity and could lead to newer initiatives, interaction with the external stakeholders facilitate the development process of the institution and their educational services. Overall, the QA is expected to serve as a catalyst for institutional self-improvement, promote innovation and strengthen the urge to excel.

It is attempted to enlarge the digital coverage of the entire process of A&A. This, it is believed, will not only accelerate the process but also bring in greater objectivity into the process.

The possible differentiation required in respect of HEIs which are going for subsequent cycles of A&A, appropriate scope has been provided in the process. This will allow the HEIs to appropriately represent the developments they have attempted after the previous A&A cycle.

1.1 Curricular Planning and Implementation

The Affiliating/Constituent Colleges have rather insignificant role in curriculum designing and development. They adopt the curriculum overview provided by the respective universities. Each college operationalize the curriculum within the overall frame work provided, in one's own way depending on its resource potential, institutional goals and concern and so on. That is, each college visualizes the way the curriculum has to be carried out – activities, who, how, when etc. This process makes each institution unique and reflects on the concern of the college for quality in the form of values emphasized, sensitivities focused on, etc.

1.2 Academic Flexibility

Academic flexibility refers to the freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions. Supplementary enrichment programmes introduced as an initiative of the college, credit system and choice offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key indicator.

1.3 Curriculum Enrichment

Holistic development of students is the main purpose of curriculum. While this is attempted through prescribing dynamic and updated curricular inputs, the HEI is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study but contribute to sensitizing students to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies. A progressive university would provide a wide range of such "value-added" courses for students to choose from according to their interests and inclinations.

1.4 Feedback System

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs. A HEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also analysing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

Criterion II: - Teaching Learning and Evaluation

Diversity of learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities of the institution are rendered to be relevant for the learner group. The learner-centered education through appropriate methodologies such as participative learning, experiential learning and collaborative learning modes, facilitate effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning. Interactive and participatory approaches, if employed, create a feeling of responsibility in learners and makes learning a process of construction of knowledge. Of late, digital resources for learning have become available and this makes learning more individualized, creative and dynamic. Quality of learning provided in the institution depends largely on teacher readiness to draw upon such recently available technology supports and also the initiative to develop such learning resources to enrich teaching-learning; on teacher's familiarity with Learning Management Systems (LMSs), other e-resources available and how to meaningfully incorporate them in one's scheme of teaching-learning.

2.4 Teacher Profile and Quality

“Teacher quality” is a composite term to indicate the quality of teachers in terms of their qualification, teacher characteristics, adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities. Teachers take initiative to learn and keep abreast with the latest developments, to innovate, continuously seek improvement in their work and strive for individual and institutional excellence.

2.5 Evaluation Process and Reforms

This Key Indicator looks at issues related to assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. One of the purposes of evaluation is to provide development-inducing feedback. The qualitative dimension of evaluation is in its use for enhancing the competence of students. Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes.

These specifications are stated as PSOs and COs. The quality of assessment process in a HEI depends on how well the examination system actually tests the PSOs and COs, quality of questions, extent of transparency in the system, extent of development inducing feedback system, regularity in the conduct of examinations and declaration of results as well as the regulatory mechanisms for prompt action on possible errors.

2.6 Student Performance and Learning Outcomes

The real test of the extent to which teaching learning has been effective in a HEI is reflected in the student performance in the examinations. Student performance is seen as the

facilities. The institution encourages its staff to engage in interdisciplinary and interdepartmental research activities and resource sharing.

3.2 Innovation Ecosystem

The Institution has created an ecosystem for innovation including incubation centre and other initiatives for creation and transfer of knowledge. The institution conducts workshop/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. Awards for innovation won by institution/teachers/research scholars/students, start-ups incubated on-campus are explicitly commended by the institution.

3.3 Research Publications and Awards

Exploration and reflection are crucial for any teacher to be effective in one's job. Quality research outcome is beneficial for the discipline, society, industry, region and the nation. Sharing of knowledge especially theoretical and practical findings of research through various media enhances quality of teaching and learning. Research acumen in an institution is an evolving feature reflecting various research output with clear records such as - doctoral, post-doctoral, projects, inventions and discoveries, and number of research publications.

3.4 Extension Activities

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization leads to mutual benefit to both the parties. The processes and strategies inherent in such activities relevantly sensitize students to the social issues and contexts. Sustainable practices of the institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learner as well as the community.

Extension also is the aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value, especially in rural India.

3.5 Collaboration

Through collaboration the HEIs can maintain a closer contact with the work field. It helps keep the academic activities in the HEI in a more realistic perspective and also expand the scope of learning experiences to students. Collaboration can be sought with academic institutions or industry or other agencies of professional and social relevance. The range of activities could include training, student exchange, faculty exchange, research and resource sharing, among others. For making collaborative endeavor impactful it is necessary there is a formal agreement or understanding between the institution and other HEIs or agencies for such activities.

totechnology and information retrieval on current and relevant issues. The institution deploys and employs ICTs for a range of activities.

4.4 Maintenance of Campus Infrastructure

Having adequate infrastructure is not enough for effective institutional functioning, but regular maintenance and periodic replenishment of infrastructure is essential. It is necessary that the institution has sufficient resources allocated for regular upkeep of the infrastructure and there are effective mechanisms for the upkeep of the infrastructure facilities; and promote the optimum use of the same.

Criterion V: - Student Support and Progression

The highlights of this Criterion V are the efforts of an institution to provide necessary assistance to students, to enable them to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment.

The focus of Criterion V is captured in the following Key Indicators:

KEY INDICATORS

- 5.1 Student Support
 - 5.2 Student Progression
 - 5.3 Student Participation and Activities
 - 5.4 Alumni Engagement
-

5.1 Student Support

Facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students. Specially designed inputs are provided to the needy students with learning difficulties. Provision is made for bridge and value added courses in relevant areas. Institution has a well structured, organized guidance and counseling system in place. Students benefited through scholarships, freeships and other means should be identified by HEIs.

5.2 Student Progression

The Institution's concern for student progression to higher studies and/or to employment is a pertinent issue. Identify the reasons for poor attainment and plan and implement remedial measures. Sustainable good practices which effectively support the students facilitate optimal progression. The institutional provisions facilitate vertical movement of students from one level

6.2 Strategy Development and Deployment

The leadership provides clear vision and mission to the institution. The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the institutional provisions.

6.3 Faculty Empowerment Strategies

The process of planning human resources including recruitment, performance appraisal and planning professional development programmes and seeking appropriate feedback, analysis of responses and ensure that they form the basis for planning. Efforts are made to upgrade the professional competence of the staff. There are mechanisms evolved for regular performance appraisal of staff.

6.4 Financial Management and Resource Mobilization

Budgeting and optimum utilization of finance as well as mobilization of resources are the issues considered under this Key Indicator. There are established procedures and processes for planning and allocation of financial resources. The institution has developed strategies for mobilizing resources and ensures transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audit.

6.5 Internal Quality Assurance System (IQAS)

The internal quality assurance systems of HEIs are Self-regulated responsibilities of the higher education institutions, aimed at continuous improvement of quality and achieving academic excellence. The institution has mechanisms for academic and administrative auditing. It adopts quality management strategies in all academic and administrative aspects. The institution has an IQAC and adopts a participatory approach in managing its provisions.

Criterion VII: - Institutional Values and Best Practices

An educational institution operates in the context of the larger education system in the country. In order to be relevant in changing national and global contexts an educational institution has to be responsive to the emerging challenges and pressing issues. It has a social responsibility to be proactive in the efforts towards development in the larger contexts. This role of the institution is reflected in terms of the kinds of programmes, activities and preferences (values) that it incorporates within its regular functioning. The extent to which an institution is impactful in this is a sure reflection of its quality.

Every institution has a mandate to be responsive to at least a few pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics, but the way it addresses these and evolves practices will always be unique. Every institution faces and resolves various kinds of internal pressures and situations while doing this.

IV. ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION BY NAAC

Higher Education Institutions (HEIs), if they have a record of at least two batches of students graduated or been in existence for six years, whichever is earlier, are eligible to apply for the process of Assessment and Accreditation (A&A) of NAAC, and fulfil the other conditions or are covered by the other provisions, if any, mentioned below:

1. Universities (Central/State/Private/Deemed-to-be) and Institutions of National Importance

- a. Provided the Institutions /Deemed –to-be Universities and their off-campuses if any are approved by MoE/UGC. NAAC will not consider the unapproved off-campuses for A&A.
- b. Provided that these institutions have regular students enrolled in to the full time teaching and Research programmes offered on campus.
- c. Provided further that the duly established campuses within the country, if any, shall be treated as part of the Universities / Institutions of National Importance for the A&A process.
- d. NAAC will not undertake the accreditation of off-shore campuses

2. Autonomous colleges/Constituent Colleges/ Affiliated Colleges (affiliated to universities recognized by UGC as an affiliating University)

- a) Provided the Colleges are affiliated to a University recognized by UGC for the purposes of affiliation. Constituent colleges of a Private and Deemed- to-be Universities are considered as the constituent units of the University and thus will not be considered for A&A independently. Such constituent colleges need to come along with the University.
- b) Provided the colleges/institutions not affiliated to a University are offering programmes recognized by Statutory Professional Regulatory Councils and have been recognized by Association of Indian Universities (AIU) or other such Government agencies concerned, as equivalent to a degree programme of a University.

3. Accredited HEIs applying for Re-assessment or Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4....) of Accreditation

- a) Institutions, which would like to make an improvement in the accredited status, may apply for **Re-assessment**, after a minimum of one year and before three years of accreditation subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.
- b) Institutions opting for **Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4....) of Accreditation** can submit the Institutional Information for Quality Assessment (IIQA), during the last six months of the validity period subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.

4. Any other HEIs at the discretion of NAAC.

Note:

1. All the institutions intending to apply for Assessment and Accreditation by NAAC need to mandatorily upload the information on All India Survey on Higher Education (AISHE) portal. AISHE code (reference number) is one of the requirements for Registration.

Table 2: Distribution of weightages across Key Indicators (KIs)

Criteria and Key Indicators	Weightages
Criterion 1 – Curricular Aspects	100
Key Indicator- 1.1 Curricular Planning and Implementation	20
Key Indicator- 1.2 Academic Flexibility	30
Key Indicator- 1.3 Curriculum Enrichment	30
Key Indicator- 1.4 Feedback System	20
Criteria 2- Teaching- Learning and Evaluation	350
Key Indicator- 2.1 Student Enrolment and Profile	40
Key Indicator- 2.2 Student Teacher Ratio	40
Key Indicator- 2.3 Teaching- Learning Process	40
Key Indicator- 2.4 Teacher Profile and Quality	40
Key Indicator- 2.5 Evaluation Process and Reforms	40
Key Indicator- 2.6 Student Performance and Learning Outcome	90
Key Indicator- 2.7 Student Satisfaction Survey	60
Criteria 3- Research, Innovations and Extension	110
Key Indicator 3.1 Resource Mobilization for Research	10
Key Indicator 3.2 Innovation Ecosystem	15
Key Indicator 3.3 Research Publication and Awards	25
Key Indicator 3.4 Extension Activities	40
Key Indicators 3.5 Collaboration	20
Criterion 4 - Infrastructure and Learning Resources	100
Key Indicator – 4.1 Physical Facilities	30
Key Indicator – 4.2 Library as a learning Resource	20

3. After the acceptance of IIQA, the institution will be asked to fill the Self Study Report (SSR) with the required document to be uploaded in the portal of NAAC website within 45 days. The SSR of the HEI will then be subjected to further process. As preparation of SSR is a systematic process, so it is suggested that the HEIs should be ready with soft copy of SSR and related documents well in advance of submitting IIQA. Those institutions who fail to submit SSR within 45 days will have to apply afresh starting from IIQA & its fees. It is to be noted that the extension for submission of SSR will be possible, if the request (by raising the issue in Issues Management System (IMS) with proper reason & proof) is done by the HEI before the expiry of the stipulated time, only in cases of natural calamities, floods, payment settlement delay, technical problems for a period upto maximum of 15 days after seeking approval from the Competent Authority. No further extension will be given in the portal. In all such cases the A&A process gets terminated and IIQA fees paid shall be forfeited and the HEIs have to come afresh by submitting IIQA with the requisite fees. In any case fees for IIQA will not be refundable.
4. The SSR has to be uploaded as per the format in portal of NAAC. After submission of SSR on NAAC portal HEI would receive an auto generated link/ID of SSR in their registered email id. The same SSR in .pdf format should be then uploaded on institutional website.
5. The SSR has to be submitted only online. HEIs should make necessary preparations with the required data, documents and/or responses before logging on to the NAAC website for submission of SSR online. Careful study of the Manual will be of great help in this regard.
6. HEIs are requested to go through the Standard Operating Procedure (SOP) available in Apply Online Tab in NAAC website, before preparation of SSR.
7. As indicated earlier, the SSR comprises both Qualitative and Quantitative Metrics. The Quantitative Metrics (QnM) weightage adds up to about 62% and the remaining about 38% are Qualitative Metrics (QIM) weightage.
8. The data submitted on Quantitative Metrics (Q_nM) will be subjected to validation exercise with the help of Data Validation and Verification (DVV) process done by NAAC. The responses to Qualitative Metrics (Q_iM) will be reviewed by the Peer Team on site only after the institution clears the Pre-qualifier stage.
9. Any Institution found to be providing wrong information/data during validation and verification stage will be asked for clarifications. On the basis of clarifications submitted by the HEIs the data will be again sent for DVV process. The process of Data Validation and Verification (DVV) by NAAC shall be done in not more than 30 days.
10. **Pre-qualifier:** The Quantitative Metrics (Q_nM) of SSR will be sent for Data Validation and Verification (DVV) Process. After DVV process, a DVV deviation report will be generated. On the basis of the deviation report, the A&A process will proceed further as per the following conditions:
 - a) HEI whose Metrics are found to be deviated will be liable for the penalty or legal action. Their first installment of accreditation fees will also be forfeited, and the name of such HEI will be sent to statutory authorities for further actions.
 - b) HEI that clears the DVV process will proceed for Peer Team Visit with a condition of a Pre-qualifier, that the HEI should score at least 25% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will

- The data of the students for Student Satisfaction Survey (SSS) has to be submitted concurrently during online submission of SSR.
 - Where-so-ever 'Asterisk Red mark' * is indicated in the portal it should be understood as mandatory requirement.
18. **Policy to withdraw Accreditation applications by Higher Education Institutions (HEIs) :** HEIs which have submitted their Self Study Reports (SSRs) for any reason does not complete the A&A process: -
- Will host the information that it has withdrawn / not completed the process on the HEI website and the information will be hosted on NAAC website too.
 - Will be allowed to apply for A&A only after a period of one year from the date of submission of SSR.
 - The fees submitted by HEI for Assessment and Accreditation process so far will be forfeited.
19. **Non-compliance of DVV Process:** Institutions are given 15 days time to complete the DVV process, and are supposed to respond within stipulated time during DVV clarification stage. In unforeseen situations (such as natural calamities, political disturbances and alike) when the institutions fail to comply with the DVV process, a further extension of 7 days shall be granted on the basis of decision from Competent Authority. HEIs which do not comply to the DVV clarification process, assessment and accreditation process of such institutions will be terminated at the level of DVV clarification and the fees paid for IIQA and the SSR 1st installment will be forfeited. Such institutions shall reapply for accreditation after one year from the date of declaration of decision in Standing Committee (SC) meeting, by submission of IIQA and filling SSR afresh.

VII. ASSESSMENT OUTCOME

The final result of the Assessment and Accreditation exercise will be an ICT based score, which is a combination of evaluation of qualitative and quantitative metrics. This will be compiled as a document comprising three parts.

PART I - Peer Team Report

- Section 1: Gives the **General Information** of the institution and its context.
- Section 2: Gives Criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a **qualitative, descriptive assessment report** based on the Peer Team's critical analysis presenting strengths and weaknesses of HEI under each Criterion.
- Section 3: Presents an **Overall Analysis** which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.
- Section 4: Records **Recommendations for Quality Enhancement of the Institution** (not more than 10 major ones).

PART II - Graphical representation based on Quantitative Metrics (Q_nM)

This part will be a **System Generated Quality Profile** of the HEI based on statistical analysis of quantitative indicators in the NAAC's QIF (quality indicator framework). Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

The Final Grade

On the basis of the CGPA obtained by the institution in maximum possible score of 4.00, the final grade is assigned on a seven letter grade scale. The seven letter grades each aligned to the seven specific score ranges are shown in Table 3.

Table 3 Institutional Grades and Accreditation Status

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51-4.00	A++	Accredited
3.26-3.50	A+	Accredited
3.01-3.25	A	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited
2.01-2.50	B	Accredited
1.51-2.00	C	Accredited
≤ 1.50	D	Not Accredited

Institutions which secure a CGPA equal to or less than 1.50 are notionally categorized under the letter grade “D”. Such unqualified institutions will also be intimated and notified by NAAC as “Assessed and Found not qualified for Accreditation”.

VIII. MECHANISM FOR INSTITUTIONAL APPEALS

The process of assessment and accreditation is viewed as an exercise in partnership done jointly by the NAAC and the institution being assessed. Every stage of the process is marked by transparency. The institution is consulted at various stages of the process, planning the visit schedule, sharing the draft peer team report before the team leaves the campus etc. In spite of this participatory approach, there may be institutions that might have grievances to be addressed. Therefore, to provide a review mechanism for institutions who are aggrieved about the process or its outcome or any other issues related thereof, the NAAC has evolved **Mechanism for Institutional Appeals**.

On announcement of the A & A outcome, the institution not satisfied with the accreditation status may:

1. Submit the Intent for Appeal within 15 days and appeal proforma within 45 days from the date of declaration of result, through HEI portal.
2. The application for appeal should be submitted along with the requisite non-refundable fee of Rs. 50,000/- + applicable taxes.
3. An Appeals Committee constituted for the purpose will consider the appeal and make recommendations to the Executive Committee (EC). The decision of the EC shall be binding on the institution. Generally the recommendations may be Re-DVV, Re-Visit, No change, etc.
4. The clarification process and time lines for Re-DVV is same as DVV process.
5. The process of Re-Visit is same except for the logistic expenses will be borne by the NAAC.

XI. THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS
New Fee Structure
(w.e.f. 1st April, 2021)

1. IIQA Fee For Registration – applicable to all institutions i.e., irrespective of their status of recognition under 12B of UGC Act, 1956(i.e., recognized/ not recognized)	
Process	Total amount of Application fee for Assessment and Accreditation (A&A) to be paid by the Institution
Institutional Information for Quality Assessment (IIQA)	Rs. 25,000/- + G S T 18% (Non-refundable) *

* In case of rejection of IIQA application, HEIs may resubmit IIQA applications for maximum of three attempts without IIQA fees, including the rejection attempt, within the period of a year from the first application of IIQA.

2. Assessment and Accreditation (A&A) Fee		
Type	Total amount of A&A Fee	Amount to be Paid by the Institution
For Universities and Professional Institutions *	Rs. 3,00,000/- **+ GST18%	Rs.1,50,000/-** + GST18% =Rs.1,77,000/- 50% of Total fee along with the SSR) (Non-refundable)
For Colleges (Grant-in-Aid, Private and Government) Mono Faculty, Multi Faculty, Teacher Education Institution & Physical Education Institution	Rs. 1,00,000/-** + GST18%	Rs.50,000/-**+ GST18% = Rs.59,000/- (50% of Total fee along with the SSR) (Non-refundable)
** Balance 50% of total fees along with 18% GST need to be paid by the HEI within 15 days from the date of Pre-qualification.		

*** Professional Institutions:**

1. Fees will be charged as per the fee structure as applicable to Universities, i.e. Engineering and Technology, Management, Law, Health Sciences (Allopathy, Homoeopathy, Ayurveda, Dental, Nursing etc.).

2. Higher Education Institutions (HEIs) in which all the programs offered are recognised by the Statutory Regulatory Authority(s) (SRA) (Excluding Teacher Education Institutions) or HEIs in which 50 % or more of the programmes offered are recognised by the Statutory Regulatory Authority (s), similar to the Universities A&A fee for Professional Institutions is applicable.

3. **Balance amount 50%:** The pre-qualified HEIs will be asked to pay balance 50% of the stipulated fees+applicable taxes as shown in column 2 & 3 above.If the institution does not pay the fee within 15 days, the SSR shall not be processed. They have to apply again / afresh with IIQA and its fees.

- The SSR has to be filled online; for this NAAC will provide access to the respective portal on the website for institutions, according to pre-declared timeline.
- Read instruction about where to upload the documents and data, in what format data have to be presented for the various metrics and required verbal explication for the qualitative metrics.
- Kinds of information to be filled in the SSR are given in the QIF, presented in Section B.
- The Profile of the Institution given in Section B is self-evident in seeking information about the institution.
- The QIF given in Section B indicates the kinds of data and documents required for each of the Metrics while filling up the SSR and also kinds of responses to be given.
- In an initial exercise, the institution can prepare details as sought in the QIF (Section B) about the various aspects of its functioning and upload them in a protected space on the institutional website. This will make it easy to upload and/or make them available through hyperlinks whenever required.
- Some of the documents indicated such as minutes of various committees/bodies, financial details and similar items for which the institution may not like to provide in open access could be kept ready and made available through hyperlinks whenever required.
- Keep all the relevant documents and data indicated in the QIF for each Metric under all KIs as a template so that when access to online SSR is available, it's easy to provide pertinent data.
- Wherever verbal descriptions are required write briefly as indicated (eg. . . in not more than 500 words.... or.... in not more than 200 words..., etc). Contemplate well and prepare the write ups explicating the highlights of the sought details about the institution without wasting space/words on 'frill' details.
- The online formats (templates) for submitting data with respect to Quantitative Metrics (QnM) can be downloaded from NAAC website available in an 'Apply Online Tab'.
- Ensure authentic, correct data are provided throughout. **Incorrect data or false details could lead to disqualification or penalty.**
- Strictly adhere to the time specifications given by NAAC.
- Some details may have to be worked out if they are not ready; eg. COs, PSOs, compiled reports from various minutes and analyses of feedback, etc...
- Keep a brief executive summary for upload as per details given in Section B.
- Do not send any information as hard copy to NAAC unless specified.
- Read the Manual completely including the Glossary / Notes and SOP available in NAAC Website. This will help in clear understanding of the terms used in the Quality Indicator Framework (QIF).
- For Metric related to finance the preceding financial year (1st April to 31st March) may be used to consolidate data, for publication related data preceding calendar year (1st January to 31st December) data to be entered and for the other metrics the academic year may be taken for data to be entered in 'data capturing format' of portal.

SECTION-B

Data Requirements for Self - Study Report (SSR)

This section gives details of various data required for filling up the online format of the Self - Study Report, viz.,

- 1. Executive Summary*
- 2. Profile of the Institution*
- 3. Extended Profile of the Institution*
- 4. Quality Indicator Framework (QIF)*



Principal

**A.M REDDY MEMORIAL COLLEGE OF
ENGINEERING & TECHNOLOGY
PETLURIVARI PALEM
Narasaraopet (Mdl), Guntur(Dr**

2. Profile of the College

1. Basic Information

Name and Address of the College:			
Name :			
Address :			
City :	Pin :	State :	
Website :			

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal		O: R:			
Vice Principal		O: R:			
IQAC Co-ordinator		O: R:			

3. Status of the

Institution: Affiliated
 College Constituent
 College Any other
 (specify)

4. Type of Institution:

a. By Gender

- i. For Men
- ii. For Women
- iii. Co-education

b. By Shift

- i. Regular
- ii. Day
- iii. Evening

5. It is a recognized minority institution?

Yes No

6. Sources of funding: Government Grant-in-aid Self- financing Any other

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

Date of recognition: (dd/mm/yyyy)

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

Location *	
Campus area in sq. mts.	
Built up area in sq. mts.	

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

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

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under-Graduate						
	Post-Graduate						
	Integrated Programmes PG						
	Ph.D.						
	M.Phil.						
	Ph.D						
	Certificate courses						
	UG Diploma						
	PG Diploma						
	Any Other (specify and provide details)						

12. Please fill in the following details if applicable:

Number of programs	Self-financed programmes offered	New Programmes introduced during the last five years

13. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes)

15. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	*M	*F	*M	*F	*M	*F	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.							
M.Phil							
PG							
Temporary teachers							
D.Sc./D.Litt.							
Ph.D.							
M.Phil							
PG							
Part-time teachers							
D.Sc./D.Litt.							
Ph.D.							
M.Phil							
PG							

16. Number of Visiting Faculty /Guest Faculty engaged with the College: _____

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

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC								
ST								
OBC								
General								
Others								

18. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located					
Students from other states of India					
NRI students					
Foreign students					
Total					

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

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

2(b) : Institutional Initiatives for Electoral Literacy:

(Description in maximum 500 words)

1. Whether Electoral Literacy Club (ELC) has been set up in the College?
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

4. Quality Indicator Framework (QIF)

Essential Note:

The SSR has to be filled in an online format available on the NAAC website. The QIF given below presents the Metrics under each Key Indicator (KI) for all the seven Criteria.

While going through the QIF, details are given below each Metric *formula* for calculating the information, wherever required.

These will help Institutions in the preparation of their SSR.

For some Qualitative Metrics (Q₁M) which seek descriptive data it is specified as to what kind of information has to be given and how much. It is advisable to keep data accordingly compiled beforehand.

For the Quantitative Metrics (Q_nM) wherever formula is given, it must be noted that these are given merely to inform the HEIs about the manner in which data submitted will be used. *That is the actual online format seeks **only** data in specified manner which will be processed digitally.*

Metric wise weightage is also given.

The actual online format may change slightly from the QIF given in this Manual, in order to bring compatibility with IT design. Observe this carefully while filling up.

	Year						
	Number						
<p><i>Percentage =</i> Total number of students enrolled in such programs/ during the last five years <hr style="width: 50%; margin: auto;"/> Total number of students during the last five years $\times 100$</p> <p>File Description (Upload) • Institutional data in the prescribed format (template merged with 1.2.1) • Upload supporting document</p>							

Key Indicator- 1.3 Curriculum Enrichment (30)

Metric No.		Weightage
1.3.1. Q _n M	<p><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i> Write description in a maximum of 500 words File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	10
1.3.2. Q _n M	<p><i>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</i></p> <p>1.3.2.1. Number of students undertaking project work/field work / internships: _____</p> <p style="text-align: center;"><i>Percentage =</i> Number of students undertaking project work/ field work / internships <hr style="width: 50%; margin: auto;"/> Total number of students during the latest completed academic year $\times 100$</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 	20

Key Indicator- 1.4 Feedback System (20)

Metric No.		Weightage
1.4.1. Q _n M	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p>	20

	<p align="center"><u>Upload the specific document as per description given below</u></p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (data template) • Document relating to sanction of intake as approved by competent authority • Final admission list as published by the HEI and endorsed by the competent authority. <p>Apart from the above: Provide Links for any other relevant document to support the claim (if any)</p>																									
<p>2.1.2 Q_nM</p>	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <table border="1" data-bbox="311 884 1193 958"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <table border="1" data-bbox="311 1093 1193 1167"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of actual students admitted from the reserved categories during last five years}}{\text{Total number of seats earmarked for reserved category as per GOI/State Govt rule during last five years}} \times 100$ <p><u>Upload the specific document as per description given below</u></p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (data template) • Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable) • Final admission list indicating the category as published by the HEI and endorsed by the competent authority. <p>Apart from the above: Provide Links for any other relevant document to support the claim (if any)</p> <p>Note:</p> <ol style="list-style-type: none"> 1. Include only those reserved categories as specified by the State/Central Government orders for admission. 2. Only those seats filled against the quota should be counted here. 	Year						Number						Year						Number						<p align="center">20</p>
Year																										
Number																										
Year																										
Number																										

	<p><u>Upload the specific document as per description given below</u></p> <ul style="list-style-type: none"> Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts). <p>Apart from the above: Provide Links for any other relevant document to support the claim (if any)</p>													
2.4.2. Q _n M	<p><i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</i></p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> $\text{Percentage} = \frac{\text{Total number of full time teachers with NET/SET/SLET/ Ph. D./D.Sc./ D. Litt./L. L. D. during last five years}}{\text{Total number of full time teachers year wise during last five years}} \times 100$ <p><u>Upload the specific document as per description given below</u></p> <ul style="list-style-type: none"> Institutional data in the prescribed format (data template merged with 2.1) List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year. Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities <p>Apart from the above: Provide Links for any other relevant document to support the claim (if any) Note: Provisional Degree Certificate may be considered wherever Degree Certificate is not awarded Honoris Causa degrees are not to be considered</p>	Year						Number						25
Year														
Number														

Key Indicator- 2.5. Evaluation Process and Reforms (40)

Metric No.		Weightage
2.5.1. Q _i M	<p><i>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</i></p> <p>Write description in a maximum of 500 words</p> <p><i>File Description:</i></p> <ul style="list-style-type: none"> Upload Additional information 	40

	Apart from the above: Provide Links for any other relevant document to support the claim (if any)	
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Key Indicator- 2.7 Student Satisfaction Survey (60)


Metric No.		Weightage
2.7.1. Q_nM	<p>Online student satisfaction survey regarding to teaching learning process.</p> <p>Data Requirements: (As per Data Template)</p> <p>(Database of all students on roll need to be prepared as per data template and shared with NAAC along with the online submission of QIF)</p> <p>Please refer SSS guidelines available on NAAC website</p>	60

Criteria 3- Research, Innovations and Extension (110)

Key Indicator 3.1- Resource Mobilization for Research (10)

Metric No.		Weightage												
3.1.1. Q_nM	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years</p> <p>3.1.1.1: Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Year</th> <th style="width: 15%;"></th> <th style="width: 15%;"></th> <th style="width: 15%;"></th> <th style="width: 15%;"></th> <th style="width: 15%;"></th> </tr> </thead> <tbody> <tr> <td>Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 	Year						Number						10
Year														
Number														

Key Indicator 3.2- Innovation Ecosystem(15)

Metric No.		Weightage
3.2.1 QIM	<p>Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident</p> <p>Write description in a maximum of 500 words</p> <div style="text-align: right; margin-top: 10px;">  Principal </div>	10

	<ul style="list-style-type: none"> • Link re-directing to journal source-cite website in case of digital journals <p>Apart from the above: Provide Links for any other relevant document to support the claim (if any)</p> <p>Note: The HEI should indicate in the data template against each paper about the presence of the paper in the UGC CARE Category wise list with CARE journal ID</p>													
3.3.2. Q _n M	<p><i>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</i></p> <p>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</p> <table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p style="text-align: center;"> $\frac{\text{Total number of books and chapters in edited volumes/ books published and papers in national/ international conference proceedings}}{\text{Number of full time teachers during the last five years (without repeat count)}}$ </p> <p><u>Upload the specific document as per description given below</u></p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (data template) • Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters • List of chapter/book along with the links redirecting to the source website. <p>Apart from the above: Provide Links for any other relevant document to support the claim (if any)</p>	Year						Number						15
Year														
Number														

Key Indicator 3.4- Extension Activities (40)

Metric No.		Weightage
3.4.1. Q ₁ M	<p><i>Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.</i></p> <p>Write description in a maximum of 500 words</p>	15

	<p>during the last five years: _____</p> <p><u>Upload the specific document as per description given below</u></p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (data template) • List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise • Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. • List of year wise activities and exchange should be provided <p>Apart from the above: Provide Links for any other relevant document to support the claim (if any)</p>	
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Criterion 4 - Infrastructure and Learning Resources (100)

Key Indicator – 4.1 Physical Facilities (30)

Metric No.	Description	Weightage												
<p>4.1.1. QnM</p>	<p><i>The Institution has adequate infrastructure and other facilities for</i></p> <p style="margin-left: 20px;"><i>a. teaching – learning, viz., classrooms, laboratories, computing equipment etc</i></p> <p style="margin-left: 20px;"><i>b. ICT – enabled facilities such as smart class, LMS etc.</i></p> <p><i>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc</i></p> <p>Describe the adequacy of facilities in maximum of 500 words.</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	<p>20</p>												
<p>4.1.2 QnM</p>	<p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1: Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Year</th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p>	Year						Number						<p>10</p>
Year														
Number														

4.3.2. Q _n M	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year: _____</p> <p>Formula:</p> <p><i>Number of students : Number of Computers</i></p> <p><u>Upload the specific document as per description given below</u></p> <p>(No template)</p> <ul style="list-style-type: none"> • Extracts stock register/ highlighting the computers issued to respective departments for student’s usage. • Purchased Bills/Copies highlighting the number of computers purchased <p>Apart from the above: Provide Links for any other relevant document to support the claim (if any)</p>	10
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Key Indicator – 4.4 Maintenance of Campus Infrastructure (20)

Metric No.		Weight age												
4.4.1 Q _n M	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years</p> <p>4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during last five years (INR in lakhs)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\frac{\text{Total expenditure on maintenance of physical and academic support facilities excluding salary component during the last five years}}{\text{Total expenditure excluding salary component during the last five years}} \times 100$ <p><u>Upload the specific document as per description given below</u></p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2) • Audited income and expenditure statement of the institution to • be signed by CA and counter signed by the competent authority 	Year						Number						20
Year														
Number														

<p>5.1.2 QnM</p>	<p>Following capacity development and skills enhancement activities are organised for improving students' capability</p> <ol style="list-style-type: none"> 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) 4. Awareness of trends in technology <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><u>Upload the specific document as per description given below</u></p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (data template) • Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) • Report with photographs on programmes conducted for awareness of trends in technology <p>Apart from the above: Provide Links for any other relevant document to support the claim (if any)</p>	<p>10</p>												
<p>5.1.3 QnM</p>	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution year wise during last five years</p> <table border="1" data-bbox="336 1503 916 1576"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p style="text-align: center;">Total number of students benefitted by guidance for competitive examinations and career counseling during the last five years</p> $\text{Percentage} = \frac{\text{Total number of students benefitted by guidance for competitive examinations and career counseling during the last five years}}{\text{Total number of students during the last five years}} \times 100$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 	Year						Number						<p>10</p>
Year														
Number														

5.2.1
QnM

Percentage of placement of outgoing students and students progressing to higher education during the last five years

25

5.2.1.1. Number of outgoing students placed and progressed to higher education during the last five years

Year					
Number					

5.2.1.2 Number of outgoing students year wise during the last five years

Year					
Number					

Formula:

$$\text{Percentage} = \frac{\text{Total number of outgoing students placed and progressed to higher education during the last five years}}{\text{Total number of outgoing students year wise during the last five years}} \times 100$$

Upload the specific document as per description given below

- Institutional data in the prescribed format (data template)
- Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available on institutional website)
- List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)

Apart from the above:

Provide Links for any other relevant document to support the claim (if any)



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PETLURIVARI PALEM
Narasaraopet (Mdl), Guntur(Dr .

5.3.2 QnM	<p><i>Average number of sports and cultural programs in which students of the Institution participated during last five years</i></p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years (<i>organised by the institution/other institutions</i>)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> <p style="text-align: center;">Total number of sports and cultural events/ competitions in which students of the Institution participated during the last five years</p> $\text{Average} = \frac{\text{Number of years in the assessment period}}{\text{Number of years in the assessment period}}$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 	Year						Number						25
Year														
Number														

Key Indicator-5.4 Alumni Engagement (10)

Metric No.		Weight age
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</i></p> <p>Write description in a maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	10

Criterion 6- Governance, Leadership and Management (100)

Key Indicator- 6.1 Institutional Vision and Leadership (15)

Metric No.		Weightage
6.1.1 QIM	<p><i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i></p> <p>Write description in a maximum of 500 words</p>	15

Key Indicator- 6.3 Faculty Empowerment Strategies (33)

Metric No.		Weightage												
6.3.1 QnM	<p><i>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</i></p> <p>Write description in a maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	6												
6.3.2 QnM	<p><i>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</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 year wise during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of teachers provided with financial support during the last five years}}{\text{Total number of full time teachers year wise during the last five years}} \times 100$ <p>Upload the specific document as per description given below</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (data template) • Policy document on providing financial support to teachers • Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. • Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies. <p>Apart from the above: Provide Links for any other relevant document to support the claim (if any) Note: Financial support of Minimum of Rs. 5000/- per year per faculty will be considered</p>	Year						Number						12
Year														
Number														
6.3.3 QnM	<p><i>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years</i></p>	15												

Metric No.		Weightage
6.5.1 Q _i M	<p><i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</i></p> <p>Write description in a maximum of 500 words</p> <p><i>File Description:</i></p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	15
6.5.2 Q _n M	<p><i>Quality assurance initiatives of the institution include:</i></p> <ol style="list-style-type: none"> <i>1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</i> <i>2. Academic and Administrative Audit (AAA) and follow-up action taken</i> <i>3. Collaborative quality initiatives with other institution(s)</i> <i>4. Participation in NIRF and other recognized rankings</i> <i>5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</i> <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><u>Upload the specific document as per description given below</u></p> <ul style="list-style-type: none"> • Link to Minute of IQAC meetings, hosted on HEI website • NIRF report, AAA report and details on follow up actions • Quality audit reports/certificate as applicable and valid for the assessment period. • List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. <p>Apart from the above: Provide Links for any other relevant document to support the claim (if any)</p>	15

Criterion 7 - Institutional Values and Best Practices (100)

	<p>3. Clean and green campus initiatives</p> <p>4. Beyond the campus environmental promotion and sustainability activities</p> <p>Options:</p> <p>A. 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><u>Upload the specific document as per description given below</u></p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (data template) • Policy document on environment and energy usage Certificate from the auditing agency. • Certificates of the awards received from recognized agency (if any). • Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date. • Green audit/environmental audit report from recognized bodies <p>Apart from the above: Provide Links for any other relevant document to support the claim (if any)</p>	
7.1.4 Q1M	<p><i>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></p> <p>Write description in a maximum of 500 words</p> <p><i>File Description:</i></p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	10

Key Indicator - 7.2 Best Practices (30)

Metric No.		Weightage
7.2.1 Q1M	<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 as hosted on the Institutional website • Any other relevant information 	30

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

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

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

Signature of the Head of the institution

with seal:

Place:

Date:

Appendix 1: Glossary & Notes

GLOSSARY

- Academic Audit** : An exercise which serves to provide assurance that the delegated responsibilities for quality and standards of academic provision are being appropriately discharged.
- Academic Calendar** : The schedule of the institution for the academic year, giving details of all academic and administrative events.
- Academic Flexibility** : Choice offered to the students in the curriculum offering and the curriculum transactions.
- Accreditation** : Certification of quality that is valid for a fixed period, which in the case of NAAC is five years
- Advanced Learners Assessment** : Students who perform very much better than the class averages
: Performance evaluation of an institution or its units based on certain established criteria
- Assessors** : Trained academics or experts who represent NAAC on peer teams.
- Attainment of Course Outcomes (COs)** : COs are to be attained by all students at the end of a formal course. While the method of computation of attainment of COs is not unique, each institution has to follow a well-defined direct method of computing CO attainment based on the student performance in all assessment instruments, and indirect method of computing COs through course exit survey of students
- Benchmarks** : An example of good performance that serves as a standard for comparison of one's own performance. It is a technique in which an institution measures its performance against that of the best of others.
- Bibliometrics** : is a statistical analysis of written publications, such as books or articles
- Blended Learning** : A mixing of different learning environments such as traditional face-to-face classroom methods with modern computer-mediated activities.
- Bridge Course** : A teaching module which helps to close the gap between two levels of competence.
- Carbon Neutral** : A term used to describe fuel that neither contributes to nor reduces the amount of carbon (measured in the release of carbon dioxide) into the atmosphere.
- Catering to Student Diversity** : The strategies adopted by institution to fulfill the needs of a heterogeneous group of students.
- CEC (Under Graduate)** : Career Education Centre
- Choice Based Credit System (CBCS)** : A mode of learning in higher education which facilitates a student to have some freedom in selecting his/her own choices, across various disciplines for completing a UG / PG program. All UG and PG programs, as per UGC, have to implement CBCS
- Citation Index** : The number of times a research paper is referred to by other researchers in refereed journals, and is a measure of validity of its contents.
- Co-Curricular Activities** : Activities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etc
- Collaboration** : Formal agreement/understanding between any two or more institutions for training, research, student/

- Dual degree** : Pursuing two different university degrees in parallel, either at the same institution or at different institutions (sometimes in different countries), completing them in less time than it would take to earn them separately.
- EBSCO host** : Is an online reference resource with designed to cater to user needs and preferences at every level of research, with over 350 full text and secondary databases available.
- Eco system for Innovations** : Eco system for innovation comprises of material resources (funds, equipment, facilities, etc.) and the human resources (students, faculty, staff, industry representatives, etc.) and linkages among them that make up the institutional entities to promote the development of products and systems that are likely to have significant economic value.
- E-learning Resources** : Learning resources available on Internet
- e-PG Pathshala** : High quality, curriculum-based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistics and languages developed under the initiative of MHRD, under its National Mission on Education through ICT (NMEICT) Mission. <http://epgp.inflibnet.ac.in/>
- e-Shodhganga** : Shodhganga@INFLIBNET provides a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access.
- e-Shodh Sindhu** : e-Shodh Sindhu (<https://www.inflibnet.ac.in/ess>) provides current as well as archival access to more than 15,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and aggregators to its member institutions including centrally-funded technical institutions.
- Elective Courses** : A choice available to students to select from among a large number of subjects.
- Emerging Areas** : New areas of study and research deemed important to pursue. These areas may have been identified by national agencies or international bodies.
- Enrichment Courses** : Value added courses offered by institution for student empowerment. They enhance the curriculum by amplifying, supplementing and replacing such parts or features as have become ineffective or obsolete.
- Evaluation Process and Reforms** : Assessment of learning, teaching and evaluation process and reforms to increase the efficiency and effectiveness of the system.
- Examination Management System** : Examination management system is a well-defined document or a software application for the planning, administration, documentation, tracking, evaluation of students responses, and announcement of grades/marks obtained by students in all formal learning activities in an educational program
- Experiential Learning** : Is a process of learning through experience and is more specifically defined as "learning through reflection on doing".
- Extension Activities** : The aspect of education, which emphasizes neighbourhood services. These are often integrated with curricula as extended opportunities intended to help, serve reflect and learn. The curriculum- extension interface has educational values, especially in rural India.

- as related services.
- Impact factor(IF)** : A measure of the citations to science and social sciences journals. The impact factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication.
- Inclusion, Inclusiveness** : Inclusiveness in educational institutions refers to the educational experiences practiced with reference to gender, ethnicity, social class and differently abled.
- INFLIBNET Database** : Information and Library Network Centre maintains a database on books, theses and serials
- Infrastructure** : Physical facilities like building, playfields, hostels etc. which help run an institutional Programme.
- Institutional Information for Quality Assessment (IIQA)** : IIQA is a requirement, which needs to be submitted online by all categories of HEIs
- Institutional Distinctiveness** : Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location
- Institutional Social Responsibility (ISR)** : Focuses on the institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behaviour and the need to practice good citizenship.
- Interdisciplinary research** : An integrative approach in which information from more than one discipline is used in interpreting the content of a subject, phenomenon, theory or principle.
- Internal Quality Assurance Cell (IQAC)** : Forming Internal Quality Assurance Cell (IQAC) is to be established in every accredited institution as a post-accreditation quality sustenance measure. <http://www.naac.gov.in/IQAC.asp>
- Internal Quality Assurance System (IQAS)** : Self-regulated responsibilities of the higher education institutions aimed at continuous improvement of quality for achieving academic and administrative excellence.
- Internship** : A designated activity that carries some credits involving more than 25 days of working in an organization under the guidance of an identified mentor
- ISO Certification** : ISO 9001 certification enhances customer satisfaction by meeting customer requirements. The institution is able to provide right services. ISO certification enhances functional efficiency of an organization.
- Leadership** : Term used for setting direction and create a student- focused, learning oriented climate, clear and visible values and high expectation by ensuring the creation of strategies, system and methods for achieving excellence, stimulating innovation and building knowledge and capabilities
- Learning Management Systems** : A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training Programmes. They help the instructor deliver material to the students, administer tests and other assignments, track student progress, and manage record-keeping. MOODLE is an example of open source LMS
- Learning Outco** : Specific intentions of a Programme or module, written in clear terms. They

- s efficiently and the growth of the infrastructure to keep pace with the academic growth of the institution.
- Policy for Promotion of Research** : Processes defined by the institution to facilitate the teachers to write research proposals, seek funding, conduct research, publish, and evaluate and reward the research done.
- Pre-qualifiers** : For the Assessment and Accreditation (A&A) in revised framework the NAAC has proposed a pre-qualifier test. It is a condition for peer team visit and will be based on Institutional system generated score (SGS) in all Q_nM after undergoing DVV process. As a Pre-qualifier, the institution should score at least 30% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees.
- Problem Based Learning (PBL)** : Is a student-centred pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication.
- Programme** : A range of learning experiences offered to students in a formal manner over a period of one-to-four years leading to certificates/ diplomas/ degrees. Examples: BA (Economics) BSc (Physics). All possible formal degree Programmes are identified by UGC
- Programme Options** : A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates.
- Programme Outcomes** : Programme Outcomes (POs) are what knowledge, skills and attitudes a graduate should have at the time of graduation. While no agency has formally defined the POs of General Higher Education 3-year degree Programmes in India, POs of all professional Programmes in engineering and other areas are identified at national level by the concerned accrediting agency. POs are not specific to a discipline.
- Promotion of Research and Research Support System** : The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other facilities.
- Remedial Courses** : Courses offered to academically disadvantaged students in order to help them cope with academic requirements.
- Research** : Systematic intellectual investigations aimed at discovering, interpreting and revising human knowledge.
- Research Grant** : Grant generated/ received from different agencies by the institution for conducting research projects.
- Research Output** : Quality research outcome beneficial for the discipline, society, industry and dissemination of knowledge including theoretical and practical findings.
- Resource Mobilization** : Generation of funds through internal and external sources such as donations, consultancy, self-financing courses and so on.
- SCOPUS** : The world's largest abstract and citation database of peer-reviewed literature and quality web sources.
- Seed money for Research** : Funds provided to a teacher or a group of teachers by the institution to get the research initiated to facilitate the preparation of formal research proposal for funding.

NOTES

It is considered necessary to provide some exemplars for the different levels of learning outcomes at higher education level. While no agency has defined the POs of General Higher Education three year programme in India, POs of all professional Programmes in engineering and other areas are identified at the national level by the concerned accrediting agency. Given below is set of POs of an engineering Programme identified by National Board of Accreditation (NBA). In respect of PSOs and COs, examples from science and social science disciplines are given. These are not comprehensive or exhaustive. But, they point out the manner in which these outcomes can be stated for any educational Programme/course. In case the HEI has these already stated, they may be submitted; however, if at any of these three levels outcomes are not listed, they may be developed and uploaded in Institutional website.

Sample for

Credits

- 1 Theory period of one hour per week over a semester
- 1 Tutorial period of one hour per week over a semester
- 1 Practical period of two hour per week over a semester

Programme Outcomes

For Every degree Programme broad expectations should be listed by the University. Examples are given below from NBA for an Engineering Degree Programme.

- PO1. **Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
- PO2. **Problem analysis:** Identify, formulate, research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
- PO3. **Design/development of solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

and in multidisciplinary environments.

PO12. **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

POs of General Higher Education Programmes should be identified by the University/Autonomous College offering the three year Programmes

Sample POs of General Higher Education Programmes: Students of all undergraduate general degree Programmes at the time of graduation will be able to

PO1. **Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2. **Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3. **Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4. **Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. **Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

Appendix 2: Abbreviations

A&A (A/A)	-	Assessment and Accreditation
AC	-	Academic Council
ACM	-	Associates of Computing Machinery
AMC	-	Annual Maintenance Contract
AVRC	-	Audio-Visual Research Centre
AICTE	-	All India Council for Technical Education
AQAR	-	Annual Quality Assurance Report
BoS	-	Board of Studies
BCUD	-	Board of College and University Development
CAL	-	Computer Aided Learning
CAS	-	Center for Advanced Studies
CAT	-	Common Aptitude Test
CBCS	-	Choice Based Credit System
CD	-	Compact Diskette
CDC	-	College Development Council
CEC	-	Consortium for Educational Communication
CGPA	-	Cumulative Grade Point Average
Cr	-	Criteria
Cr-GPA(s)	-	Criterion-wise Grade Point Average(s)
COHSSIP	-	Committee for Humanities and Social Science Improvement Programme
COSIP	-	Committee for Science Improvement Programme
COSIST	-	Committee for Strengthening of Infrastructure Improvement Programme in Science and Technology
CSA	-	Centre for Social Action
CSIR	-	Council of Scientific and Industrial Research
CPE	-	Colleges with Potential for Excellence
DELNET	-	Developing Library Network
DEP	-	Distance Education Programmes
DRS	-	Departmental Research Support of UGC
DSA	-	Departmental Special Assistance of UGC
DST	-	Department of Science and Technology
EMRC	-	Educational Multimedia Research Centre
FIST	-	Fund for the Improvement of Science and Technology Infrastructure
GATE	-	Graduate Aptitude Test in Engineering
GATS	-	General Agreement on Trade in Services
GMAT	-	Graduate Management Admission Test
GRE	-	Graduate Record Examination
IAS	-	Indian Administrative Services

Wi-Fi - WirelessFidelity
YRC - YouthRedCross

For Communication with NAAC

The Director

National Assessment and Accreditation Council (NAAC)

(An Autonomous Institution of the University Grants Commission)

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