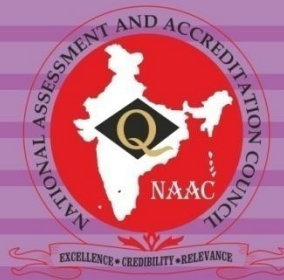


Institutional Accreditation

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)

PREFACE

It is heartening that National Assessment and Accreditation Council (NAAC) has brought in new spirit into its process of assessment and accreditation. This has been attempted as a continuance of the NAAC's concern for ensuring that its processes are in tune with local, regional and global changes in higher education scenario. The main focus of the revision process has been to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and scalable as well as make it ICT enabled. It also has reduced duration of accreditation process.

The revised process is an outcome of the feedback received by NAAC over a long period through various Consultative Meetings, Expert Group Meetings, which comprised of eminent academicians representing the College and College sectors. In addition, the NAAC also solicited feedback through the web from the stakeholders and specifically from the academia during the Assessors Interaction Meetings (AIM). The entire revision exercise has successfully resulted in the development of an assessment and accreditation framework which is technology enabled and user friendly. Higher Education Institutions (HEIs) desirous of seeking accreditation from now on will need to understand the changes made in the process. Keeping this in mind, the Manuals have been revised separately for Universities, Autonomous Colleges and Affiliated/Constituent Colleges. The Self-Study Report (SSR) forms the backbone of the entire process of accreditation. Special effort has been made to differentiate some of the items to render them more applicable to different categories of institutions. It is hoped that the Manuals will help the HEIs to prepare for the revised process of assessment and accreditation. As always, NAAC welcomes feedback from every corner.

In an effort to enhance the accountability of the accrediting agency as well as the institutions applying for accreditation, it is advised to look into the latest developments on the website of NAAC.

The contribution of the experts and NAAC officials/staff in developing the Manual is gratefully acknowledged.

January, 2022
Bengaluru

(Dr. S. C. Sharma)
Director, NAAC

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SECTION A: GUIDELINES FOR ASSESSMENT AND ACCREDITATION

This Section presents the NAAC framework for Assessment and Accreditation based on the Core Values and Criteria for assessment and Key Indicators. Further, it details out the procedures for institutional preparation for filling the Self Study Report online, Peer Assessment and the final Outcome of Accreditation. The procedure for re-assessment, mechanism for institutional appeals and accreditation of subsequent cycles are also presented.

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 College 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.

Core Values

Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization (including liberal cross-border and trans-national educational imperatives), have necessitated marked changes in the Indian higher education system. These changes and the consequent shift in values have been taken into cognizance by NAAC while formulating the core values. Accordingly, in order to ensure external and internal validity and credibility, the QA process of NAAC is grounded within a value framework which is suitable and appropriate to the National context.

The accreditation framework of NAAC is thus based on five core values detailed below.

(i) Contributing to National Development

Most of the HEIs have a remarkable capacity to adapt to changes and at the same time, pursue the goals and objectives that they have set forth for themselves. Contributing to national development has always been an implicit goal of Indian HEIs. The role of HEIs is significant in human resource development and capacity building of individuals, to cater to the needs of the economy, society and the country as a whole, thereby, contributing to the development of the Nation. Serving the cause of social justice, ensuring equity and increasing access to higher education are a few ways by which HEIs can contribute to the national development. It is therefore appropriate that the Assessment and Accreditation (A&A) process of NAAC looks into the ways HEIs have been responding to and contributing towards national development.

(ii) Fostering Global Competencies among Students

The spiraling developments at the global level also warrant that the NAAC includes in its scope of assessment skill development of students, on par with their counterparts elsewhere in the world. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, the accreditation process of NAAC needs to examine the role of HEIs in preparing the students to achieve core competencies, to face the global challenges successfully. This requires that the HEIs be innovative, creative and entrepreneurial in their approach. Towards achieving this, HEIs may establish collaborations with industries, network with the neighborhood agencies/bodies and foster a closer relationship between the “world of competent-learning” and the “world of skilled work”.

(iii) Inculcating a Value System among Students

Although skill development is crucial to the success of students in the job market, skills are of less value in the absence of appropriate value systems. The HEIs have to shoulder the responsibility of inculcating desirable value systems among students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values

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

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an institution. Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution.

The five core values as outlined above form the foundation for assessment of institutions that volunteer for accreditation by NAAC. The HEIs may also add their own core values to these in conformity with the goals and mission.

II. ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

The NAAC has been carrying out the process of quality assessment and accreditation of HEIs over the past two decades. Several HEIs have gone through this process and a sizeable number has also undergone subsequent cycles of accreditation. True to its commitment for promoting quality culture in HEIs in consonance with the overall developments in the field of education as well as the outside world, NAAC has strived to be sensitive to these and adequately reflect these in its processes. The A&A process of NAAC continue to be an exercise in partnership of NAAC with the HEI being assessed. As is known by now, the A&A process of NAAC is being revised and this revision attempts to enhance such a partnership. Over years the feedback procured from the HEIs, other stakeholders and the developments in the national scene – all have contributed in making appropriate revisions in the process so as to accelerate the process with greater quality rigor.

Revised Assessment and Accreditation (A&A) Framework

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. The Shift is:

- from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
- towards extensive use of ICT confirming scalability and robustness
- in terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on
- in terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks
- introducing Pre-qualifier for peer team visit, as 25% of system generated score
- introducing *System Generated Scores* (SGS) with combination of online evaluation of Quantitative metrics and peer judgement of Qualitative metrics.
- in introducing the element of *third party validation* of data
- in providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges
- in revising several metrics to bring in enhanced participation of students and alumni in the assessment process

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 updates 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 College 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.

III. QUALITY INDICATOR FRAMEWORK (QIF) - DESCRIPTION

The criteria based assessment forms the backbone of A&A process of NAAC. The seven criteria represent the core functions and activities of a HEI. In the revised framework not only the academic and administrative aspects of institutional functioning but also the emerging issues have been included. The seven Criteria to serve as basis for assessment of HEIs are:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Under each Criterion a few Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics which actually elicit responses from the HEIs. These seven criteria along with their KIs are given below explicating the aspects they represent.

Criterion I: - Curricular Aspects

The Curricular Aspects are the mainstay of any educational institution. However, the responsibilities of various HEIs in this regard vary depending on their administrative standing. That is, an Affiliated College is essentially a teaching unit which depends on a larger body namely College for legitimizing its academic and administrative processes. Its engagement with curricular aspects is mainly in their implementation while its participation in curriculum development, procedural detailing, assessment procedures as well as certification is peripheral and these are “givens”. Whereas a College has the mandate to visualize appropriate curricula for particular programmes, revise/update them periodically, ensure that the outcomes of its programmes are defined by its bodies. In case of Autonomous Colleges curricular responsibilities are similar to the Universities.

Criterion I pertains to the practices of an institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development, feedback system and involvement of stakeholders in curriculum updating are also gauged.

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

KEY INDICATORS

- 1.1 Curriculum Planning and Implementation
 - 1.2 Academic Flexibility
 - 1.3 Curriculum Enrichment
 - 1.4 Feedback System
-

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 College 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

Criterion II pertains to the efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order ‘*thinking*’ and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources are important considerations. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this Criterion.

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

KEY INDICATORS

- 2.1 Student Enrolment and Profile
- 2.2 Student Teacher Ratio
- 2.3 Teaching Learning Process
- 2.4 Teacher Profile and Quality
- 2.5 Evaluation Process and Reforms
- 2.6 Student Performance and Learning Outcomes
- 2.7 Student Satisfaction Survey

2.1 Student Enrolment and Profile

The process of admitting students to the programmes is through a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory/governing agencies including state and central governments. Apart from the compliance to the various regulations the institution put forth its efforts in ensuring equity and wide access having representation of student community from different geographical areas and socio-economic, cultural and educational backgrounds. These will be reflected in the student profile.

2.2 Student Teacher Ratio

The student-teacher ratio has been found to be one of the strongest indicators of student success and engagement. Logically, it's little wonder why. The fewer students each teacher works with, the more closely they're able to adapt their teaching to the specific learning styles. They're also able to develop healthy one-on-one mentoring relationships and offer insight and help in ways that would be impossible in a larger classroom. Additionally, a lower ratio will lighten the workload for teachers, enabling them to focus on the quality rather than the quantity of their teaching and grading.

2.3 Teaching Learning Process

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 realization of learning outcomes which are specifications of what a student should be capable of doing on successful completion of a course and/or a programme.

2.7 Student Satisfaction Survey

All the efforts of teachers and the institution to make learning a meaningful process can be considered impactful only to the extent students perceive it to be meaningful. Their satisfaction level is decided by the kinds of experiences they undergo, the extent of the “comfort” feeling as well as intellectual stimulation the learning situations provide. Their feedback significantly showcases the actual quality of teaching learning process enabling identification of the strengths of teaching as well as the possible improvements. Student satisfaction, thus, is a direct indicator of the effectiveness of teaching learning in the institution. It may be impractical to capture this aspect from every student; however, every HEI can resort to a sample survey on a formalized basis to capture this significant feature. This is the reason the revised assessment framework of NAAC adopts survey of student satisfaction.

Criterion III: - Research, Innovations and Extension

This Criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, innovations and extension. It deals with the facilities provided and efforts made by the institution to promote a ‘research culture’. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this Criterion.

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

KEY INDICATORS

- 3.1 Resource Mobilization for Research
 - 3.2 Innovation Ecosystem
 - 3.3 Research Publications and Awards
 - 3.4 Extension Activities
 - 3.5 Collaboration
-

3.1 Resource Mobilization for Research

The institution provides support in terms of financial, academic and human resources required and timely administrative decisions to enable faculty to submit project proposals and approach funding agencies for mobilizing resources for research. The institutional support to its faculty for submitting research projects and securing external funding through flexibility in

administrative processes and infrastructure and academic support are crucial for any institution to excel in research. The faculties are empowered to take up research activities utilizing the existing 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.

Criterion IV: - Infrastructure and Learning Resources

The adequacy and optimal use of the facilities available in an institution are essential to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of the institution - students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns.

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

KEY INDICATORS

- 4.1 Physical Facilities
- 4.2 Library as a Learning Resource
- 4.3 IT Infrastructure
- 4.4 Maintenance of Campus Infrastructure

4.1 Physical Facilities

Adequate infrastructure facilities are keys for effective and efficient conduct of the educational programmes. The growth of infrastructure thus has to keep pace with the academic developments in the institution. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra-curricular and administrative activities. A provision of expenditure in the budget is made annually for maintenance and replenishment of physical facilities which will ensure their availability on a continual basis.

4.2 Library as a Learning Resource

The library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms which enable students to acquire information, knowledge and skills required for their study programmes. A recent development in the field due to availability of digital means, the functioning of the library has undergone a drastic change. Automation of library using the ILMS, use of e-journals and books, providing remote access to e-resources in the library have become a matter of necessity. Providing for these and such other developments as well as utilizing them well are important indicators of the quality of an academic institution.

4.3 IT Infrastructure

The institution adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and students have access to technology 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

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progression. The institutional provisions facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment. Student qualifying for state/national/international level exam or competition should be identified by HEIs.

5.3 Student Participation and Activities

The institution promotes inclusive practices for social justice and better stakeholder relationships. The institution promotes value- based education for inculcating social responsibility and good citizenry amongst its student community. The institution has the required infrastructure and promotes active participation of the students in social, cultural and leisure activities. Encouraging students’ participation in activities facilitates developing various skills and competencies and foster holistic development.

5.4 Alumni Engagement

The Alumni are a strong support to the institution. An active Alumni Association can contribute in academic matters, student support as well as mobilization of resources – both financial and non financial. The institution nurtures the alumni association/chapters to facilitate them to contribute significantly to the development of the institution through financial and non-financial means.

Criterion VI: - Governance, Leadership and Management

Effective functioning of an institution can be gauged by the policies and practices it has evolved in the matter of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership.

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

KEY INDICATOR

- 6.1 Institutional Vision and Leadership
 - 6.2 Strategy Development and Deployment
 - 6.3 Faculty Empowerment Strategies
 - 6.4 Financial Management and Resource Mobilization
 - 6.5 Internal Quality Assurance System (IQAS)
-

6.1 Institutional Vision and Leadership

Effective leadership by setting values and participative decision- making process is key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture. The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its vision.

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.

Some meaningful practices pertinent to such situations are evolved within the institution and these help smooth functioning and also lead to enhanced impact. Such practices which are evolved internally by the institution leading to improvements in any one aspect of its functioning – academic, administrative or organizational, - are recognized as a “best practices”. Over a period of time, due to such unique ways of functioning each institution develops distinct characteristic which becomes its recognizable attribute.

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

KEY INDICATORS

- 7.1 Institutional Values and Social Responsibilities
 - 7.2 Best Practices
 - 7.3 Institutional Distinctiveness
-

7.1 Institutional Values and Social Responsibilities

The institution organizes gender equity promotion programmes. The institution displays sensitivity to issues like climate change and environmental issues. It adopts environment friendly practices and takes necessary actions such as – energy conservation, rain water harvesting, waste recycling (solid/liquid waste management, e-waste management), carbon neutral, green practices etc. The institution facilitates the differently abled (Divyangjan friendliness), effective dealing of location advantages and disadvantages (situatedness), explicit concern for human values and professional ethics etc. In other words, the concerns for social responsibilities as well as the values held by the institution are explicit in its regular activities.

7.2 Best Practices

Any practice or practices that the institution has internally evolved and used during the last few years leading to positive impact on the regular functioning of the institution can be identified as “best practice/s”. These are not any activity prescribed by some authority. At some point in time the institution evolves some innovation or a change in some aspect of functioning. This practice is relevant mainly within the institution at a given point in time. It could be in respect of teaching learning, office practices, maintenance and up keep of things or dealing with human beings or money matters. But adopting that practice has resolved the difficulty or has brought in greater ease in working in that aspect. In brief, these ‘*best practices*’ are relevant within the institutional context and may pertain to either academic or administrative or organizational aspects of institutional functioning.

7.3 Institutional Distinctiveness

Every institution would like to be recognized for certain of its attributes which make it ‘*distinct*’, or, one of its kinds. Such attributes characterize the institution and are reflected in all its activities in focus and practice.

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 College)

- a) Provided the Colleges are affiliated to a College 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 College and thus will not be considered for A&A independently. Such constituent colleges need to come along with the College.
- b) Provided the colleges/institutions not affiliated to a College 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 College.

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.*

V. THE ASSESSMENT PROCESS

Taking cognizance of the diversity in the kinds of institutions HEIs have been grouped under three categories namely, Universities, Autonomous Colleges and Affiliated/Constituent Colleges.

The assessment process will be carried out in three stages. As stated earlier, it will comprise three main components, viz., Self Study Report (SSR), Student Satisfaction Survey and the Peer Team Report. **The SSR has 57 Metrics for Affiliated/Constituent Colleges**, covering the seven Criteria described earlier. The SSR has two kinds of Metrics: one, those requiring quantifiable facts and figures as data which have been indicated as ‘*quantitative metrics*’ (Q_nM); and two, those metrics requiring descriptive responses and are accordingly named ‘*qualitative metrics*’ (Q_lM). Table 1 depicts the distribution of Key Indicators (KIs) and Metrics across them.

Table 1: Distribution of Metrics and KIs across Criteria

Type of HEIs	Affiliated/Constituent Colleges
Criteria	7
Key Indicators (KIs)	32
Qualitative Metrics (Q _l M)	21
Quantitative Metrics (Q _n M)	34
Total Metrics (Q_lM + Q_nM)	55

Table 2 gives the details of weightage given to the various Key Indicators and Criteria.

In view of the variations in the institutional emphasis on the KIs among the three categories of HEIs, weightages have been appropriately demarcated. Each metric is designated a weightage which is indicated elsewhere in this Manual.

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

Key Indicator- 4.3 IT Infrastructure	30
Key Indicator – 4.4 Maintenance of Campus Infrastructure	20
Criterion 5- Student Support and Progression	140
Key Indicator- 5.1 Student Support	50
Key Indicator- 5.2 Student Progression	30
Key Indicator- 5.3 Student Participation and Activities	50
Key Indicator- 5.4 Alumni Engagement	10
Criterion 6- Governance, Leadership and Management	100
Key Indicator- 6.1 Institutional Vision and Leadership	10
Key Indicator- 6.2 Strategy Development and Deployment	10
Key Indicator- 6.3 Faculty Empowerment Strategies	35
Key Indicator- 6.4 Financial Management and Resource Mobilization	15
Key Indicator- 6.5 Internal Quality Assurance System	30
Criterion7–Institutional Values and Best Practices	100
Key Indicator - 7.1 Institutional Values and Social Responsibilities	50
Key Indicator - 7.2 Best Practices	30
Key Indicator - 7.3 Institutional Distinctiveness	20


VI. PROCEDURAL DETAILS

HEIs are expected to read the below given details carefully and note the specifications of the revised process of A&A.

1. Eligible HEIs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online any time during the year. Duly filled in IIQAs of eligible HEIs will be accepted by NAAC for further processing and others will be rejected.
2. In case of rejection of IIQA applications specific suggestions would be given to HEIs to facilitate them to resubmit IIQA. An institution can reapply twice after the first attempt resulted in rejection. That is, each HEI is permitted three attempts in a year, with a single fee. After this, it will be considered a fresh application with required fees.

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 (Q_nM) weightage adds up to about 62% and the remaining about 38% are Qualitative Metrics (Q_lM) 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_lM) 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 will 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

have to apply afresh by submitting the IIQA and its fees. Such HEIs are eligible to apply again only after six months from the day of declaration of Pre-qualification status.

11. After the DVV process, NAAC will intimate the HEI, regarding the status of the pre-qualification. Only pre-qualified HEIs will enter the next round of assessment to be done by the Peer Team during their on-site visit. The focus of Peer Team visit will be on the Qualitative Metrics (QM).
12. **Student Satisfaction Survey (SSS):** It will be conducted as per the following conditions:
 - a) SSS will be conducted simultaneously with DVV process.
 - b) Higher Education Institutions (HEIs) have to strictly upload data of at least 50% of currently on roll students as per data template format of excel sheet given in portal.
 - c) The SSS questionnaire (20 objective & 01 subjective) will be e-mailed to all students and the following rule will be applied for processing the responses.
 - i. For colleges –responses should be received from at least 10% of the student population or 100, whichever is lesser.
 - d) If the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation.
 - e) SSS will be completed within one month after its initiation.
13. Peer Team visit of the institution should not exceed three months after clearance of Pre-qualifier stage.
14. Based on the size and scope of academic offerings at the HEIs, the number of days and experts for onsite visit may vary from 2-3 days with 2-5 expert reviewers visiting the institutions. The visiting teams' role would be very specific in the revised model limited to Qualitative Metrics (QM). The teams would play an important role in reviewing the intangible aspects.
15. NAAC will disclose the details of the Peer Team members only three days before the scheduled PTV dates. HEIs will not be responsible for Logistics for the Visiting Teams. Hence forth NAAC will directly take care of all the logistics regarding the Peer Teams visiting the institutions. All payment towards TA, DA, Honorarium, etc., will be directly paid by NAAC to the nominated members. There would be no financial transactions between the Institution and the Peer Team members.
16. The institutions need to add a link in home page of their institutional website for NAAC records/files viz., SSR, Peer Team Report, AQAR, Certificate of NAAC and Accreditation documents etc., for easy access by its stakeholders. The said link should be clearly visible/ highlighted (without password).
17. **Guidelines for filling up Self-Study Report (SSR):**
 - Extended profile contains all the questions which are basically the figures of denominators of the formulas used for calculation of various Metrics values.
 - There are Tool Tips at various places in portal, such as Metrics, sub-metrics, upload, etc. which are given as guidance regarding the sort of data required to be submitted by the institution. The Tool Tip is denoted in the form of . Institutions are required to go through the respective Tool Tip thoroughly before filling the data.
 - The data filled should contextualize with the related metrics. There is an upload limit (5 MB) for the documents for various Metrics, if the size of the document exceeds that limit, Institution may upload the same in their own website without password protection. The link of the said uploaded document should be given in the portal.

- 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.

PART III - Institutional Grade Sheet

Contains the **Institutional Grade Sheet** which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by a software.

The above three parts will together form “NAAC Accreditation Outcome” document. It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.

Calculation of Institutional CGPA

The CGPA will be calculated based on the scores obtained from the three sources, viz., The System Generated Scores (SGS) of the quantitative metrics, the scores from the qualitative metrics includes critical appraisal by the Peer Team through on site visit and the scores obtained on the Student Satisfaction Survey. These will be collated through an automated procedure based on ‘benchmarks’ and assessed on a five point scale, viz., (0, 1, 2, 3 & 4).

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 point scale as shown in Table 3. The seven point refers to the seven letter grades each aligned to the seven specific score range.

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.

Note: HEIs are advised to check their portal & registered email-id frequently for updates throughout the process.

IX. RE-ASSESSMENT

Institutions, which would like to make an improvement in the accredited status, may volunteer for re-assessment, after completing at least one year, but not after the completion of three years. The option can be exercised only once in a cycle. Re-assessed institution cannot come for another re-assessment in the same cycle. The current procedures and methodology including the manual for the Assessment and Accreditation is applicable for all institutions applying for re-assessment. The fee structure and other process would be as per the current procedures of Assessment and Accreditation (more details can be obtained from NAAC website). Institutions that volunteer for re-assessment will not be eligible for fee waiver and reimbursement of accreditation expenses.

X. SUBSEQUENT CYCLES OF ACCREDITATION

The methodology for subsequent cycles of accreditation remains the same. However, due consideration would be given to the post-accreditation activities resulting in quality improvement, quality sustenance and quality enhancement. In the SSRs institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four years. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or fourth cycle accreditation.

Institutions intending to be assessed to continue their accreditation need to apply afresh by submission of A&A application during the last six months of their validity period.

The validity period of NAAC accreditation for third / fourth cycle institutions will be extended from five years to seven years, with a condition that they have obtained highest grade for immediate preceding two cycles continuously, in addition provided the institution again obtains highest grade in the third / fourth cycle also.

With reference to the Highest Grade obtained by HEI's in various cycle will be as below: -

‘A++’ with CGPA 3.51 in the Grading system that is effective from 1st March, 2018.

‘A++ & A+’ with CGPA 3.51 in the Grading system that was effective, between 1st July, 2016 to 28th Feb, 2018

‘A’ in the Grading system that was effective, between 1st April, 2007 to 30th June, 2016

‘A++, A+, & A’ with score 85-100 that was effective between 16th March 2002 to 31st March 2007.

In the case of institutions which apply for reaccreditation within the stipulated period of six months before the end of the cycle of accreditation, as per the guidelines of National Assessment and Accreditation Council (NAAC), the gap period between two consecutive accreditation will be condoned. In case of other institutions which have not applied as per the guidelines mentioned above, the maximum period for condonation would be one year between the two consecutive accreditation cycles.

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 will not be processed. They have to apply again / afresh with IIQA and its fees.

4. Logistics Fee: Institution has to pay an advance, towards logistic expenses for the arrangement of Peer Team Visit, after clearing Pre-qualifier stage, which is as follows:-

- a. All General colleges, Professional colleges and Teacher education institutions will have a Two (2) day visit for which the fee structure will be Rs. 1,50,000 +GST 18%.
- b. In case of exceptional case of Professional colleges with proper justifications and approval from the competent authority the Peer Team Visit can be extended to Three (3) days & the fee structure will be Rs.3,00,000 +GST18%.
- c. For College the Fee structure of logistics will be Rs. 3,00,000 + GST 18% for Three (3) days of visit.
- d. If the College has UGC recognized off-shore campus/centers, then the College has to pay an additional fee of Rs. 2,00,000/- + GST 18% or actual per off-shore campus to be visited.

5. Appeals Mechanism and Fee (w.e.f. April 05, 2021):

For Appeals (grievance) mechanism Rs. 50,000/- + GST 18% to be paid by HEI as applicable from time to time.

6. For subsequent cycles of Accreditation:

The fee structure proposed for Assessment and Accreditation and Peer team logistics expenses as above will be same for all the cycles of Accreditation and Re-assessment to all types of Institutions.

7. Mode of Payment: Online:

All fees needs to be remitted on NAAC portal through net banking or credit/debit cards only. Fees payments can also be made from individual accounts on behalf of HEIs. Payment by Demand Draft (DD) or NEFT is not permitted. For Government Colleges, in case of fees transferred from treasury, the college may approach The Director, NAAC or The Finance Officer, NAAC.

XII. GETTING READY FOR SUBMISSION OF SELF - STUDY REPORT (SSR)

HEIs applying for A&A process should take note of the changes in the assessment process. It must be noted that the **SSR has to be submitted online only through portal. The portal will be made available to the Institution on the NAAC website in ‘Apply Online Tab’**. It would be helpful if the institution read the Manual and Standard Operating Procedure (SOP) carefully and get ready with all kinds of details required to be filled up in online format. Use this Manual for understanding the revised process of A&A and preparing for the submission of SSR in the new online format.

Some significant tips are reiterated below.

- While submitting the IIQA, ensure that there is adequate number of days for processing the SSR within the stipulated period, after the date of its acceptance by NAAC.
- 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) is given in Sub Section 6 of Section B. The same template in excel format 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 preceding academic year may be taken for data to be entered in 'data capturing format' of portal.

XIII. MANDATORY DISCLOSURE ON HEI's WEBSITE

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

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

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

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*
- 2(a). Institutional preparedness for NEP*
- 3. Extended Profile of the Institution*
- 4. Quality Indicator Framework (QIF)*

1. Executive Summary

About The College

Introduction :-Government college Malpura is one of the prestigious **and** distinguished co-educational college in the Malpura region. Malpura is a subdivision in Tonk district of Rajasthan.It is approximately 90 kms away from Jaipur.and the town lies on state highway between Jaipur and Bhilwara. Malpura town is also called by the twin name such as Diggi-Malpura. Diggi place is famous for the temple of Kalyanji,who is considered the Avatar iof Lord Vishnu. Malpura is also famous for Jain temple Dadabadi.One of the important water supply dam of Rajasthan i.e Bisalpur is just 45kms away from Malpura. The water supply pipeline of this dam also passes from Malpura and supplies water to many near by cities such as Jaipur, Ajmer,Beawer, Kishangarh etc.

Government College Malpura was established in 1997 in a government school. The journey of the college marked a humble beginning with 70 students.Initially there was only Arts faculty in the college.In the year 2000 the college was shifted to the New building. The Government had allotted 21.628 acres land for the college. At present the built up area is around 5048 sq meters. The college has spacious classrooms and Laboratories. The New building was inaugurated by Shri Bhairon Singh Shekhawat , the Chief Minister of Rajasthan and Shri Sahib Singh Verma, The Chief Minister of Delhi. The college got affiliation with U.G.C during the XI Plan in the year 2008. In 2020-21 the college had 1500 students pursuing undergraduate courses B.A and B.Sc. The college currently comprises two departments Arts and Science .In the Arts faculty five subjects Hindi, English, Sanskrit, Political Science and Geography are running . Similarly in Science faculty both Biology and Maths stream faculty is available. In 2018 the New Library hall was constructed with addition to two new classrooms and Toilets etc. Besides this cycle stand ,Ramp and Boundaries of college was also made.These are the latest accomplishment in infrastructure development. This development presents better prospects in fulfilling the teaching- learning requirements. It is the endeavor of college to provide latest facilities and quality education to students.

Students with teaching and non- teaching staff attend to this institution with Scholistic aspiration and spirit of dedicated service turning the daily life of the college educational activities, Social service and a platform for value orientation.

Vision

The educational vision of the institute is the promotion of learning equipping students with knowledge and skills and inculcate values of discipline ,hardwork, teamspirit. It is also the vision of the college to provide high quality education to the rural background students. The emphasis is on the upliftment of moral values. The institute tries to evolve in the minds of young students the spirit of honesty,human rights and ecology in order to make them socially responsible citizens. Students are also trained to show stewardship and respect for all persons and to practice them in their communities. Our vision is to produce generations of optimistic ,resourceful, committed and passionate future leaders who will continue transforming the society and the nation.

To create a brilliant future of the Government College Malpura, with a aim to benefit students and society, our guiding value will -

- 1.Be accountable for our actions and exercise responsible stewardship.
- 2.Be inclusive,treat each other with dignity and respect and promote citizenship.
3. Value excellence, quality and service

MISSION

The college works with a mission to transform lives and serve society by educating creating knowledge on a large scale with excellence. The education imparted is characterized by thoroughness, high principal sand freedom which help the students to develop their responsibilities, self- reliance and the ability to make wise decisions, so that they turn out to become an empathetic and socially responsible individuals, transcending knowledge beyond books and academics. Government College Malpura is committed to providing experimental knowledge that not only heightens the intellectual capacity but also builds the character of students. To this end the mission of the college is :-

1. To nurture an ecosystem that promotes democratic values, inclusiveness of diverse peoples and cultures and freedom of expression and creativity.
2. To foster a stimulating academic environment that encourages a spirit of enquiry,innovation and experimentation.
3. To instill a culture of sensitivity to gender issues and identities, to challenges pertinent to disabled people and economically weaker sections.
4. To promote civic ecology practices on campus and beyond for a sustainable relationship between human community and nature.
5. To encourage a dynamic engagement between curricular and extra-curricular learning and positive social implications.

6. To train the student to be morally responsible to the community and serve humanity to their utmost ability.
7. To equip and empower student with relevant knowledge , competence and creativity to face challenges.
8. To develop a commitment towards the conservation of environment with a goal towards sustainable development.
9. To provide ecofriendly environment.

- **Criterion-wise Summary**

Curricular Aspects :

Design and Development of the Curriculum

The College is guided by its strategic plan concentrating on teaching-learning and extension activities. These have been chosen to ensure: ample academic flexibility, the employability of our graduates, catering to the needs of the knowledge economy, providing the capacity to impact and transform society, and promoting values and ethics.

Feedback Mechanism

The College regularly collects feed-back on its Courses of Study and the syllabi from various stakeholders:

1. The Principal and the faculty members evaluate the roll-out and acceptance or otherwise of these academic programmes.
2. The college use the curriculum provided by the UGC and followed by MDS, University Ajmer. The principal as the head of the institution along with the members of the teaching council maintains a congenial and academic environment of the college
3. Course wise regular student feedback is collected on teaching and learning and is communicated to the respective faculty members so that assess themselves to improve and contribute to teaching learning process in a positive way.

Teaching-learning and Evaluation :

The Teaching-Learning-Evaluation process in the College is given the meticulous attention as indicated below:

Preparing Clear Course Plans/Course Schedules: Prepared by the faculty, these are made available on the college website

The academic calendar prepared by the Commissionerate College Education, Rajasthan at the beginning of academic session specifies the number of working days, the date of commencement and end of the academic session, dates of class tests

Use of e-resources and ICT: one classroom and laboratory has LCD projectors and access to the campus intranet giving access to the repository of lectures by experts.

Encouragement of Cooperative learning through projects, presentations and group work.

Conducting Orientation programmes for the first-year students familiarizes them with the opportunities available at the College and its expectations from them.

Internal assessment: 40% for it motivates the students to study continuously.

Student Feedback is collected on teaching and learning and is communicated by the respective faculty members.

Faculty development programmes targeting the personal and professional growth of the faculty are organized by governing body

Providing Remedial Courses in language and communication skills are provided to students from vernacular medium.

Automation of the examination processes and timely declaration of results: Results have always been published within a month of the close of the examinations. By the university 100% automation of the examination division, with an approved set of regulations and operating procedures, is in place.

Extension Activities: National webinar was organize on the topic renewable energy recourses

Successfully runs aandam programme

Collaborations persuing to 02 MoUs, collaborative with CSWRI and private Colleges

Infrastructure and Learning Resources :

Physical Infrastructure: With a built up area of 5048 Square Metres, the College has an impressive array of facilities, classrooms, and laboratories. Put together, the campuses have ample provision for academic and administrative areas, recreational and sports facilities, utilities and services, plantations, cycle paths and, several performance areas,

Classrooms and Labs: In all, the College has 10 classrooms 05 laboratories and 01 seminar halls.

Internet and ICT resources: All administrative offices of the College are computerized and the offices have LAN and WiFi connectivity. The internet capability of the College includes NKN 1 Gbps leased line and BSNL 20 Mbps leased line with several servers for internet and intranet.

ERP and Intranet Facilities: All aspects of College administration are computerized

Library Resources: The libraries of the campus are virtually centralized and offer access to 10000 books and reference books.

Maintenance of Campus Infrastructure: The College is highly appreciated for the sheer beauty and cleanliness of its campuses, and the sense of ownership and commitment of its maintenance staff.

Development with Eco-Consciousness and Sustainability is resulting in a truly Green Campus.

Student Support and Progression :

A comprehensive Care System, designed to provide a ‘holding environment’, provides for the holistic development of the students.

Multi-pronged Capability Enhancement and Development Schemes include Individual Mentoring, Student development programmes, and programmes designed to learn to live and work together with achieving excellence in personal and academic areas.

Student activity clubs create interest in both technical and non-technical activities and talent promotion.

Career Guidance Cell create awareness on career opportunities

Training and Placement Cell provides training in aptitude, technical and personal competencies and facilitates job placements.

Counselling services: are available for students to address the pressures of family expectations, personal expectations, academic pressure, social pressure, psychological adjustments and identity formation.

School Associations: comprising of representatives from Administration, Faculty and Students nurture a sense of leadership and ownership among students.

Health Care Unit: Blood donation camps are organized by NSS Unit collaboration with Nagar Palika and Govt. Hospital

Grievance Redressal Mechanism is functional right from inception.

Scholarships Scheme: The College provides merit-cum-means scholarships out of a dedicated corpus fund.

Governance, Leadership and Management :

The leadership and governance at Malpura College-based on participative management and decision making- ensures an environment conducive for attaining the vision and the mission of the college

Decentralization of Decision Making is done at every level: Principal and Senior faculty members of the college

Process Mapping and Standard Operating Procedures for all systems in the College ensure excellence in every field.

Smaller Structures of Governance, namely Committees for various purposes, are built in to ensure involvement and participation.

Faculty Empowerment Strategies include Staff Development Programmes, Professional Development Allowance, Induction and Orientation Programmes, Performance Appraisal and Feedback, Refresher Courses.

Management of Financial Resources: a Finance Committee for budgets and internal audits, external auditors for final audit, an investment firm to manage the investment of any surplus fund.

The Role of the IQAC: The IQAC is involved in planning, auditing performance, vetting strategic issues and in maintaining quality parameters.

Accessibility of the Leadership afforded to everyone in the College to interact with all officials is an outstanding characteristic of the College.

1.2 Strength Weakness, Opportunity and Challenges (SWOC)

Institutional Strength

1. The college has highly qualified, experienced and dedicated faculty
2. The college faculty publisher national and international research papers and books
3. Teachers deputed for orientation and research courses, seminars, conferences and workshop are updated on the changing trends in education and related areas
4. Staff/student feedback are considered for quality important
5. Internal student evaluation by class-test and seminar
6. Transparent admission process
7. Library with good collection of standard books and journals
8. Promoting programs to cater human values social sensitivities , self-reliance, national international etc.
9. IQAC cell is esvarlishedfor quality enhancement of the students and encomaging students to participate in co-curriculum and cuactical
10. Value based and skill oriented education is prime aim of the degree programmeemphasiged through well-defined syllabi, regular classes and assesmants
11. The examination process is conducted strictly and totally insulated with secrecy of all confintentialmaths
12. Wi-fi enabled campus, e-learning cell to meet emerging demands of ICT skills in teaching learning process
13. Online access to time, atlencece, fee payment and admit cards
14. Inclusive and gender sensitive campus
15. Scholarship to meritorious students
16. Emphasis on women empowerment
17. NSS camps, blood donation camp, rallies (Aids awareness, anti don't, National, Intigrationare conducted to empower the marginatiged and down trodden
18. Pollution free and ecofriendly green and clean campus

Institutional weakness:-

1. Paucity of resources being Government Institute.
2. There is shortage of teaching and Non- teaching staff. Being a Government Institute sometimes Faculty staff is transferred in between the academic session hampering the process of teaching and learning.
3. Poor economic background of the students and of the locality (semi urban) is a constraint on the level of accessibility to various fields of higher education.
4. In spite of good academic records for poor knowledge base and weak knowledge skills pose a great challenge since it takes away the precious time meant to transact the present curriculum.
5. Lack of vocational programmes and courses.
6. Limited industrial collaborations and platforms for corporate training in Malpura.

Institutional Opportunity:-

1. The COVID 19 pandemic has given an opportunity to reinvent modes and methods of teaching students and teachers alike innovated and adapted to new methods of engagement by training in several online platforms like Google meet, Zoom etc.
2. Skill development activities.
3. Strengthening the outreach programmes through NSS, Anandam etc.
4. Encouraging students for competitive examinations and higher studies.
5. Use of knowledge and resources of development of E-Content and E-Resources.
6. The work for Gender equality and empowerment in encouraging girls students for self-dependence and awareness of health.

Institutional Challenges:-

1. Repairing and maintenance of the infrastructural facilities and the building as a whole is one of the the greatest challenges the college is facing. Since the college is a Government college it is depended on external support which is available at specified interval.
2. Owing to the dependence on approval from Government, introduction of new programme of studies remains challenge.
3. Teaching and Non- teaching ratio in proportion to workload and student strength.

4. As many students come from humble background and mostly are first generation learners great efforts are required on the part of the teachers to make these students par excellence and nurture them to aspire for higher ambitions.
5. It is challenging to establish collaboration programmes with institutions at National Level.
6. Creating sufficient job opportunities.

Institutional Values and Best Practices :

Institutional Values: This is an area of that is deeply ingrained in the foundational principles of the College and are expressed in all related parameters: gender sensitivity and equity, eco-consciousness, management of water resources and waste disposal, promotion of green practices, use of alternate energy, facilities for the differently abled, promotion of human values and professional ethics, patriotism and a sense of pride in the nation etc.

Best Practices: College takes pride in

1. Creation and maintenance of an Eco-friendly Campus: The College has developed a multi-pronged approach in the following areas:

- Cleanliness drive is undertaken on every Saturday by students and teachers. Each department has been assigned a particular Saturday i.e. first Saturday of the month for Arts Departments second Saturday for Science Departments, third and fourth Saturday for NSS, Rover Rangers A plan was made for phase wise development of green cover which involves Planting dense trees such as Banyan, Peepal, Ashok, Neem, etc. which would provide green cover.
- Flowering plants for attracting butterflies A conscious effort was made to involve the students in taking care of the plants and trees. It took many efforts to make the plants survive. Greenery and the anti-pollution drive in the institution has been initiated in a planned and phase-wise manner: Lush green lawns are maintained in-front of the buildings for the students to relax, study and enjoy their free periods. In addition, plantations are being done regularly, all around the campus. Along with the campus beautification, the institution focuses on environment protection and sustainable development. Although the institution Malpura College is steadfastly committed towards creating an eco-friendly and sustainable campus. Instilling the urgency of environmental conservation and environment sustainability is realized through the following practices:

- Several campaigns by Eco-Club and NSS for creating awareness through social media are conducted. Student volunteers interact with the public to generate consciousness among them about the responsible use of natural resources.
- Vermi compost Unit :The vermic ompost unit at Malpura College converts green and food waste to vermin compost, used in the college garden.

2. Social Commitment as a way of life:

The College has developed a multi-pronged approach in the following areas:

- Regular dialogue with the students during orientation sessions and various programs in the college in addition to classroom interactions.
 - Focus on social and moral values through seminars.
 - Conducting Yoga and physical fitness sessions.
 - Start of skill/job oriented certificate courses to make them self dependent.
 - The college has started plantation of fruit bearing trees, medicinal plants for sensitizing the students on modern approach to farming involving export of agro products, herbal farming, bio-compost pit making, horticulture, etc. College catering the needs of rural students academics as well as carrier orientation.
 - Helping them to acquire global competencies by developing English language skills.
 - Developing social responsibilities by involving them in programmes such as blood donation, plantation, cleanliness drive, health awareness rally
 - Organizing programmes on schemes of government.
 - Health check up camp in college.
 - Making the students communicative by encouraging their participation in college programmes and involving them in decision making by making them a part of college committees.
- **Promotion of Education**
 - **Promotion of Community health**
 - **Promotion of self-governance systems**
 - **Promotion of social security**
 - **Community organization**

2. Profile of the College

1. Basic Information

Name and Address of the College:			
Name :	Government College Malpura		
Address :	Government College Ajmer Road, Malpura		
City :	Malpura	Pin : 304502	State : Rajasthan
Website :	https://hte.rajasthan.gov.in/college/gcmalpura		

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. Vinod Kumar Sharma	O: R:	9413963410		principal.gcmalpura@gmail.com
Vice Principal		O: R:			
IQAC Co-ordinator	Dr. Sushil Kumar Agarwal	O: R:	9828121319		skaggarwal.govtcollege@gmail.com

3. Status of the

Institution:

Affiliated

College

Constituent

Affiliated

College College

Any other

(specify)

Affiliated College

4. Type of Institution:

a. By Gender

i. For Men

- ii. For Women
- iii. Co-education Co-education
- b. By Shift
- i. Regular Regular
- ii. Day
- iii. Evening
5. It is a recognized minority institution? - No

Yes No

6. Sources of funding: Government Grant-in-aid Self-financing Any other
7. a. Date of establishment of the college: 01.07.1997 (dd/mm/yyyy)

b. College to which the college is affiliated /or which governs the college (If it is a constituent college)

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	01.10.2008	
ii. 12 (B)	01.10.2008	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC).

Statutory Regulatory Authority	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	Nil	Nil	Nil	Nil
ii.				
iii.				
iv.				

(Enclose the recognition/approval letter)

8. Does the affiliating College Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? - No

Yes No

If yes, has the College applied for availing the autonomous status? - NO

Yes No

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)? - NO

Yes No

If yes, date of recognition: (dd/mm/yyyy)

b. For its performance by any other governmental agency? - No

Yes No

If yes, Name of the agency and

Date of recognition: (dd/mm/yyyy)

10. Location of the campus and area in

sq.mts: Location *

Urban	
Campus area in sq. mts.	54 Bigha
Built up area in sq. mts.	5048 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)

SI. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under-Graduate	BA./B.Sc.	03	Senior Sec.	Hindi/Eng.	1764	1603
	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
	Nil	Nil

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

like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science	Chemistry Botany Zoology Physics Mathematics	Yes	-	-
Arts	Hindi English Sanskrit Political Science Geography	Yes	-	-
Commerce	-	-	-	-
Any other (Specify)	-	-	-	

14. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non- teaching staff	Technical staff
	Professor		Associate Professor		Assistant Professor			
	*M	*F	*M	*F	*M	*F		
Sanctioned by the	-	-	7	4	1	1	7	1

UGC / College / State Government								
<i>Recruited</i>	-	-	-	-	-	-	-	-
<i>Yet to recruit</i>	-	-	-	-	-	-	-	-
Sanctioned by the Management/ society or other authorized bodies	-	-	-	-	-	-	-	-
Recruited	-	-	-	-	-	-	-	-
<i>Yet to recruit</i>								

*M-Male *F-Female

15. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	*M	*F	*M	*F	*M	*F	
Permanent teachers	-	-	7	4	1	1	13
D.Sc./D.Litt.	-	-					
Ph.D.	-	-	7	4	-	-	11
M.Phil	-	-	3			1	04
PG	-	-	7	4	1	1	13
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: Nil

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	208	194	186	183	150	211	153	239
ST	45	16	48	33	48	46	43	51
OBC	332	299	290	321	288	412	348	494
General	94	106	79	139	47	95	64	83
Others	105	73	83	83	76	81	46	29

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	1603	Nil	Nil	Nil	1603
Students from other states of India	-	-	-	-	-
NRI students	-	-	-	-	-
Foreign students	-	-	-	-	-
Total	1603				

19. Please fill in the following details if applicable:

Unit Cost of Education	Including Salary Component	Excluding Salary Component
	21883.36	1367.97

* (Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

20. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: 05.11.2016 (dd/mm/yyyy) Accreditation Outcome/Result Grade B CGPA 2.03

Cycle 2: Nil (dd/mm/yyyy) Accreditation Outcome/Result....Nil.....

Cycle3: ----- (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 4: ----- (dd/mm/yyyy) Accreditation Outcome/Result.....

21. Date of establishment of Internal Quality Assurance Cell

(IQAC) IQAC 11.07.2014 (dd/mm/yyyy)

22. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC

AQAR (i) 12.03.2021 (dd/mm/yyyy)

AQAR (ii) 13.03.2021 (dd/mm/yyyy)

AQAR (iii) 23.03.2021 (dd/mm/yyyy)

AQAR (iv) 14.03.2021 (dd/mm/yyyy)

2(a) : Institutional preparedness for NEP:

(Description in maximum 500 words)

1. Multidisciplinary/interdisciplinary:

In order to develop the all-round capacities of the students – intellectual, aesthetic, social, physical, emotional and moral in an integrated manner, the college is preparing to include multidisciplinary subjects as per the National Educational Policy 2020. Keeping in view the problems faced by the students, the college is planning to set up short term and vocational courses. The aim is to make the students equipped, so that they don't need to rely on Government jobs but instead pave a way towards self-employment. As the College is preparing itself to have more of multi-disciplinary subjects it tries to identify the programme learning outcomes along with courses and unit learning outcomes that define the specific knowledge, skills, attitudes and values that are to be acquired by the learner and would ensure that each programme achieves its goal.

2. The Academic Bank of Credits (ABC) will be of great help to the students. The ABC will digitally store the academic credits earned from various Higher Education Institutions so that degrees can be awarded, considering the credits earned by the students. This will enable students to select the best courses or combinations that suit their aptitude and quest for knowledge. The Academic Bank of Credit concept is yet to be implemented by the university. For this purpose, the college has constituted a committee to prepare a path for effective integration of ABC in its academic programs

3. Skill development:

The vision of the college is promoting Value-Based Quality Education, hence the college takes efforts to inculcate positivity among the learners. The college also celebrates National festivals like Independence Day and Republic Day. Observing various programmes like World Aids Day, Environment Day, observing the Death and Birth Anniversary of our National leaders which help in imbuing the good qualities of the students. Mentoring students is also one of the practices of the institution, to enable students to explore future employment pathways after graduation, and help them get the most of their studies.

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

Various value added programmes are offered in various schools on Indian Knowledge Systems , Languages , culture and values Various cultural events are regularly organized on Indian knowledge systems , languages , culture and values

5. Focus on Outcome based education (OBE):

The College also makes an effort to understand that a pursuit of knowledge is a life-long activity and to acquire positive attitude and other qualities which will lead students to a successful life. To interpret, analyze, evaluate and develop responsibility and effective citizenship is one of the programme outcome of the students.

6. Distance education/online education:

The National Education Policy 2020 envisions a complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. The policy propagates that HEIs that fulfill stipulated criteria should offer ODL and online programmes so as to reach out to geographically and socio- economically disadvantaged group. At the time of pandemic online education is given to the students.

3. Extended Profile of the College

1 Student:

1.1 Number of students year wise during the last five years

Year	16-17	17-18	18-19	19-20	20-21
Number	1466	1455	1454	1480	1525

File Description (Upload)

- Institutional data in the prescribed format
- Upload supporting document

2 Teachers:

2.1. Number of full time teachers during the last five years

(Without repeat count): _____

File Description (Upload)

- Institutional data in the prescribed format
- Upload supporting document

2.2 Number of full time teachers year wise during the last five years

Year	16-17	17-18	18-19	19-20	20-21
Number	10	11	15	12	11

3. Expenditure:

3.1 Expenditure excluding salary component year wise during the last five years (INR in lakhs)

Year	16-17	17-18	18-19	19-20	20-21
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INR in Lakhs	7025432	1882108	4906037	2549201	2156680
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File Description (Upload)

- Institutional data in the prescribed format
- Upload supporting document

3. 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 weight age 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.

Criterion 1 – Curricular Aspects (100)

Key Indicator – 1.1 Curricular Planning and Implementation (20)

Metric No.		Weightage
1.1.1 Q1M	<p><i>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</i></p> <p>Write description in a maximum of 500 words</p> <p>Government College Malpura is affiliated to the Maharishi Dayanand University, Ajmer as per the UGC guidelines, the college runs B.A. and B.Sc programme thus providing students with the option of choosing courses as per their interests. The college use the curriculum provided by the UGC and followed by MDS, University Ajmer. The principal as the head of the institution along with the members of the teaching council maintains a congenial and academic environment of the college. The schedule and duration of all programmers one based on the university guidelines, further more the college meticulously plans its academic sessions, thus ensuring timely preparation of time table and the distribution of courses. The college being on affiliated college does not enjoy full autonomy regarding curriculum enrichment. The modification are done according to local needs, the latest trend and development. The relevant issues of utmost concern like human values gender sensitization, environment and sustainability culling and language are integrated in undergraduate .the curriculum comprises of core sub reeks to impact common knowledge foundation and electives to purse educational institutes. The core subjects</p>	20

offered during the first year of graduation are Hindi, English, and Environment at studies in second year course. Apart from regular classes, extra classes are held to complete the syllabus time and for providing inaccessible materials like notes, reference books to the students. Monthly assessments of students are undertaken through test in a time bound manner. The college has ICT enabled classroom I.E. smart room where teachers of each department take classes so that the students can understand the topic easily. The college also plays a crucial note in nurturing civic-minded and just individuals, committees like by the women development cell, national service scheme, ECO Club and internal complaints committee almost sexual haresment instill a climate of security and equality on campus. Regular feedback from the students, alumni and faculty also ensure appropriate action towards addressing any gap in students progression and our all college development. As the goal of the institution is to provide quality education to the students, on faculty members are encouraged and supported to attend national/international seminars, conference, orientation and refresher courses, workshops etc. various extension and co-curricular activities are also conduced to enlighten the students and make them conscious of the social, cultural, economic and environment realities so that they become a responsible citizen of the ration.

The academic calendar prepared by the Commissionerate College Education, Rajasthan at the beginning of academic session specifies the number of working days, the date of commencement and end of the academic session, dates of class tests, co-curricular and extracurricular activities, scholarship calendar, and number of working days, holidays and vacations. Teaching plan is framed in accordance to the availability of number of working days in each session based on proposed academic calendar

	<p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	
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Key Indicator- 1.2 Academic Flexibility (30)

1.2.1 QnM	<p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>1.2.1.1: Number of Add on /Certificate /Value added programs offered during the last five years: ___Nil__</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (template merged with 1.2.2) • Upload supporting document 	15												
1.2.2 QnM	<p>Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Year</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> </tr> <tr> <td>Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Percentage = 0</p> <p>Total number of students enrolled in such programs/ during the last five years</p> <hr style="width: 50%; margin-left: auto; margin-right: auto;"/> <p style="text-align: center;">Total number of students during the last five years × 100</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (template merged with 1.2.1) • Upload supporting document <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/EnrollmentStudents7.pdf</p>	Year	Nil	Nil	Nil	Nil	Nil	Number						15
Year	Nil	Nil	Nil	Nil	Nil									
Number														

Key Indicator- 1.3 Curriculum Enrichment (30)

Metric No.		Weightage
1.3.1 Q1M	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into	10

the Curriculum

Write description in a maximum of 500 words

The compulsory papers on Environmental Studies at the UG Part 2 level are the significant initiatives that address and integrate Environment and Sustainability, Human Values and Professional Ethics in the curriculum. The conveners and members of BOS update and revise the curriculum keeping in mind the current and relevant social issues. Different elective papers at UG level in the curriculum also integrate cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics such as Human Rights and Duties, Cultural Geography, Environmental Physics, Spirituality and all streams has been designed with the objective of integrating environmental concerns and sensitizing students towards environmental and sustainability issues. Environment Day is also celebrated every year, and regular cleanliness drives are conducted. Students and Staff make efforts foreco-friendly campus and exemplary move this direction. Human Values: A good number of papers in Graduation across all streams address human values, gender concerns and professional ethics in some way or the other. The Human Rights Cell, NSS, Ranger Rover Cell of the college also organize various activities emphasizing Human Values and environmental concerns. The activities include the celebration of Human Rights Day, blood donation camps, health checkup camps, etc. Guest lectures by experts, spiritual gurus and luminaries are initiatives towards inculcating social, moral and ethical values in the students. Professional Ethics: the learners with basic computer knowledge and equip them with the best of employability skills. Course content, seminars, workshops, field trips, Student Council, co-curricular activities, sports are also some of the initiatives that instill professional ethics among students. website are also among the significant steps towards fostering of profession ethics

File Description:

- Upload Additional information
- Provide Link for Additional information

	https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_univ_ersity_ajmer/govt._college_malpura/uploads/doc/Value%20and%20Ethics151vkk51o.pdf	
1.3.2. Q_nM	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships:___Nil__</p> <p>Percentage = $\frac{\text{Number of students undertaking project work/ field work / internships}}{\text{Total number of students during the latest completed academic year}} \times 100$</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_nM	<p>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 (Yes or No)</p> <p>Yes Feedback collected, analyzed and action has been taken</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting document <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Action%20taken%20report.pdf</p>	20

Criteria 2- Teaching- Learning and Evaluation (350)

Key Indicator- 2.1. Student Enrolment and Profile (40)

Metric No.		Weightage																								
2.1.1. Q_nM	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>1466</td> <td>1455</td> <td>1454</td> <td>1480</td> <td>1525</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>1764</td> <td>1764</td> <td>1764</td> <td>1764</td> <td>1764</td> </tr> </tbody> </table>	Year	16-17	17-18	18-19	19-20	20-21	Number	1466	1455	1454	1480	1525	Year	16-17	17-18	18-19	19-20	20-21	Number	1764	1764	1764	1764	1764	20
Year	16-17	17-18	18-19	19-20	20-21																					
Number	1466	1455	1454	1480	1525																					
Year	16-17	17-18	18-19	19-20	20-21																					
Number	1764	1764	1764	1764	1764																					

	<p>83.67</p> $\frac{\text{Total number of students admitted during last five years}}{\text{Total number of sanctioned seats during last five years}} \times 100$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (template merged with 2.1.2) • Upload supporting document 																									
<p>2.1.2</p> <p>Q_nM</p>	<p>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (Exclusive of supernumerary seats))</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</p> <table border="1"> <tr> <td>Year</td> <td>16-17</td> <td>17-18</td> <td>18-19</td> <td>19-20</td> <td>20-21</td> </tr> <tr> <td>Number</td> <td>1267</td> <td>1238</td> <td>1312</td> <td>1403</td> <td>1388</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"> <tr> <td>Year</td> <td>16-17</td> <td>17-18</td> <td>18-19</td> <td>19-20</td> <td>20-21</td> </tr> <tr> <td>Number</td> <td>1086</td> <td>1086</td> <td>1086</td> <td>1086</td> <td>1086</td> </tr> </table> <p>Percentage =</p> $\frac{\text{Total number of actual students admitted from the reserved categories during last five years}}{\text{Total number of seats earmarked for reserved category as per GOI/State Govt ruleduring last five years}} \times 100$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (template merged with 2.1.1) • Upload supporting document <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Seat%20ageistregrivatio6n.pdf</p>	Year	16-17	17-18	18-19	19-20	20-21	Number	1267	1238	1312	1403	1388	Year	16-17	17-18	18-19	19-20	20-21	Number	1086	1086	1086	1086	1086	<p>20</p>
Year	16-17	17-18	18-19	19-20	20-21																					
Number	1267	1238	1312	1403	1388																					
Year	16-17	17-18	18-19	19-20	20-21																					
Number	1086	1086	1086	1086	1086																					

Key Indicator- 2.2. Student Teacher Ratio (40)

Metric No.		Weightage
2.2.1. Q _n M	<p>Student – Full time Teacher Ratio (Data for the latest completed academic year)</p> <p>Formula: Students: Full time teacher</p> <p>1603/13 = 123.30</p>	40

Key Indicator- 2.3. Teaching- Learning Process (40)

Metric No.		Weightage
2.3.1. Q1M	<p><i>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools</i></p> <p>Write description in a maximum of 500 words</p> <p>The college follows a transparent online admission process as per government rules and policies of commission rate college education of rajasthan Government college malpura admits about 1500 student annually including admissions on per the reservation policy of the govt of india. As on initial line step to promote higher education among girls the government has made a provision to exempt them from paying tuition fees. We understand that each and every student is impotent for the institution and it tries to cater to each ones diverse needs. Teacher assess the academics proficiency of students bared on their performance in classroom discussions and test/assignments for vibrant academic result teachers of this institute adopt different measures like slow learners and advanced learners are identified. Needs of slow learners are particularly add ended to in tutorial sessions. Evaluation helps to build an education programme. Assess its achievements and improve upon its effectiveness. The college also has an effective mentor-mentee system for counseling, blended teaching learning method that employee both ICT and tradition classroom practices make learning more effective. The covid-19 pandemic throw up new vistas of online teaching-learning, thus ensuring continuity as well as change in learning experiences. The students advisory bureau of the college provides counseling related to the election of subjects and there prospects, availability of subject related material and books to the students. Since most of the students comes from rural backgrounds, the faculty tries to facilitate learning at the level of content and comprehension. This develop a cordial relationship between teaching faculties and learners. This as justified by the excellent</p>	40

	<p>academic results with 95% success rate The college is constantly extending and expanding its resources in terms of construction. Government college Malpura creates a conducive physical ambiance through provisions of facilities for quality teaching. There are 10 classrooms equipped with black boards, college has one ICT enabled/Smart Classroom and one ICT enabled laboratory The science laboratories, geography and computer laboratory instruments and equipments to meet the current requirements of under graduate teaching and learning process the college campus Wi-FI enabled The college has facilities like administrative block, IQAC room, Establishment section and Academic section. College has a rich library with text book and reference book basic requirement like clean and hygienic drinking water, clean toilets with sufficient water supply. In all the subjects where practical exams are part of the curriculum, it is mandatory to submit a practical record which is evaluated and marks are added during final consolidation of results. Project report is also compulsory in some of the subjects and is considered for assessment. Periodical class tests are also conducted on regular basis which help the students in their preparation for the final exam.</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_univ_ersity_ajmer/govt._college_malpura/uploads/doc/Placement1.pdf</p>	
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Key Indicator- 2.4 Teacher Profile and Quality (40)

Metric No.		Weightage
2.4.1. Q _n M	<i>Percentage of full-time teachers against sanctioned posts during the last five years</i>	15

	<p>2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:</p> <table border="1" data-bbox="296 304 1235 383"> <tr> <td>Year</td> <td>16-17</td> <td>17-18</td> <td>18-19</td> <td>19-20</td> <td>20-21</td> </tr> <tr> <td>Number</td> <td>10</td> <td>11</td> <td>15</td> <td>12</td> <td>11</td> </tr> </table> <p><i>Percentage</i> = 65.5</p> $\frac{\text{Total number of full time teachers year wise during the last five years}}{\text{Total number of Sanctioned posts/required positions for full time teachers}} \times 100$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting document 	Year	16-17	17-18	18-19	19-20	20-21	Number	10	11	15	12	11	
Year	16-17	17-18	18-19	19-20	20-21									
Number	10	11	15	12	11									
<p>2.4.2. Q_nM</p>	<p>Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with <i>NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years</p> <table border="1" data-bbox="296 931 1235 1010"> <tr> <td>Year</td> <td>16-17</td> <td>17-18</td> <td>18-19</td> <td>19-20</td> <td>20-21</td> </tr> <tr> <td>Number</td> <td>09</td> <td>10</td> <td>12</td> <td>10</td> <td>9</td> </tr> </table> <p><i>Percentage</i> = 90</p> $\frac{\text{Total number of full time teachers with such qualifications during last five years}}{\text{Total number of full time teachers year wise during last five years}} \times 100$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (template merged with Extended profile 2.1) • Upload supporting document <p>Full time teacher With Ph.D - Link</p> <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Full%20time%20teacher%20ph.D%20and%20M.Phil%20duri3ng%20th8e%20year.pdf</p>	Year	16-17	17-18	18-19	19-20	20-21	Number	09	10	12	10	9	<p>25</p>
Year	16-17	17-18	18-19	19-20	20-21									
Number	09	10	12	10	9									

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

Metric No.		Weightage
2.5.1. Q1M	<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>Government College, Malpura is a constituent college of the MDS University Ajmer and is guided by the regulations formulated at University level in all the matters pertaining to syllabi, examination and evaluation. College has a transparent and continuous internal assessment system. The internal assessment is carried out through a mechanism specified by the University of Ajmer A student needs to attend at least 67% of the classes in order to appear in the yearly examination. 10% marks are awarded on the basis of a class test conducted by the concerned teacher. Students are informed about the date and syllabus of the test well in advance. Evaluated answer scripts are shown to the students and suggestions for improvement are made by teachers. 10% marks are awarded on the basis of assignments, presentations and projects. Teachers mostly assign innovative projects to students to develop their creative skills and to engage them in critical thinking and problem solving. The basis for internal assessment is described on the college website and in the college prospectus. Students are also informed about the criteria for internal assessment and continuous evaluation during the departmental orientation programme. It is also reiterated by teachers from time to time during regular classes. Continuous evaluation is incorporated into teaching plans. Each Department holds meetings to ensure that teachers take regular class tests, assignments, presentations etc. as a part of the initiative taken by the college for</p>	40

	<p>effective evaluation of the students. A team of Academic Auditors appointed by the Staff Council further supervises the functioning of departments. At Malpura College, the internal assessment is highly transparent as teachers ensure that the attendance sheet of the class test is signed by each student in person. The attendance and internal assessment record (assignments, tests and projects) are uploaded periodically on the college website and can be easily accessed at any time by the student. The Students are required to check and sign their internal assessment record</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Internal%20assessment10nt.pdf</p>	
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Key Indicator- 2.6 Student Performance and Learning Outcome (90)

Metric No.		Weightage
2.6.1. QM	<p>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated</p> <p>Write description in a maximum of 500 words</p> <p>The college is committed to quality education and it makes all efforts to deliver the best of education to its earners. The college has 10 departments in all, 5 in humanities and social sciences, 5 in science . The UG programmes are B.A, B.SC,The college is affiliated to MDS University, Ajmer and it follows the curriculum prepared by it. The faculty members contribute in the capacity of BOS members and conveners for curriculum enrichment. Communication of PO/CO to students: The results are displayed on the university website. The learning outcomes of final year UG programmes are also displayed on the college website. There is a help desk in the college where faculty members of all streams are available even during the summer vacations. The students seeking admission in the first year seek advice from teachers and discuss with teachersthe.This helps them in selecting electives and extension activities</p>	45

	<p>offered by the institute. The faculty members discuss the programme outcomes in their respective departments. The department-wise time table is discussed and the teaching plan is prepared keeping in mind the results of the specific programmes. The outcomes for all courses, programmes and elective papers helps the teachers evaluate the objectives of the subject content. Page This evaluation also helps the teachers identify the learning capacities of the students and take corrective measures accordingly. The mentors help the average achievers to attain better outcomes and motivate the advanced learners to aim for bigger goals. The students have shown brilliant performance in the University exams and the overall result percentage is almost around 90%.</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Programme%20Outcomes.pdf</p>																									
<p>2.6.2.</p> <p>Q_nM</p>	<p>Pass percentage of Students during last five years</p> <p>2.6.2.1. Number of final year students who passed the College examination year wise during the last five years</p> <table border="1" data-bbox="284 1272 1225 1350"> <tr> <td>Year</td> <td>16-17</td> <td>17-18</td> <td>18-19</td> <td>19-20</td> <td>20-21</td> </tr> <tr> <td>Number</td> <td>309</td> <td>326</td> <td>359</td> <td>344</td> <td>407</td> </tr> </table> <p>2.6.2.2. Number of final year students who appeared for the College examination year wise during the last five years</p> <table border="1" data-bbox="284 1458 1225 1536"> <tr> <td>Year</td> <td>16-17</td> <td>17-18</td> <td>18-19</td> <td>19-20</td> <td>20-21</td> </tr> <tr> <td>Number</td> <td>410</td> <td>421</td> <td>451</td> <td>397</td> <td>427</td> </tr> </table> <p>Pass Percentage = 85</p> <p>Total number of final year students who passed the university examination</p> <p>Total number of final year students who appeared for the university examination × 100</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 	Year	16-17	17-18	18-19	19-20	20-21	Number	309	326	359	344	407	Year	16-17	17-18	18-19	19-20	20-21	Number	410	421	451	397	427	<p>45</p>
Year	16-17	17-18	18-19	19-20	20-21																					
Number	309	326	359	344	407																					
Year	16-17	17-18	18-19	19-20	20-21																					
Number	410	421	451	397	427																					

Key Indicator- 2.7 Student Satisfaction Survey (60)

Metric No.		Weightage
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2.7.1. QnM	<p>Online student satisfaction survey regarding to teaching learning process. (Online survey to be conducted)</p> <p style="text-align: center;">Student Satisfaction Survey Report</p> <p>The Student Satisfaction Survey report has been prepared with a view to assess the learning outcomes in the teaching-learning process adopted by the institution. It was most appropriate to incorporate the feedback obtained students and alumni as well as the academic performance of the students (more specifically in the university examinations) and non-academic-Co-curricular and extracurricular performance of the students. The student satisfaction feedback survey has been conducted with a view to assess the performance of the institution during is also suggestive of areas needing attention and subsequently indication the necessary steps to be taken for improvement.</p> <ol style="list-style-type: none"> 1. The college provides a positive and enabling environment in terms of learning and personality grooming is a widely held opinion of the students. The alumni members also believe so. 2. The students take pride in their incumbency as regular students of a reputed institution. This indicating their consideration that their college is reputable in spite of belonging to a government institutions with comparatively lesser facilities/resources. 3. The students are highly contended with the teaching faculty and method of teaching. Students were found to be highly satisfied with their teachers who have been effective communicators prepared in their delivery mechanisms. The students are happy about the timely completion of the syllabus content before the commencement of annual university examinations. 4. The students are satisfied with the infrastructure facilities available in the laboratories. They are also satisfied with the maintenance of the tools and other laboratory facilities. 5. Girl student are fully satisfied with the co-curricular and extra-curricular activities in the campus and the efforts at gender empowerment are highlighted in the overwhelming participation of girls in programmes organized by women cell. 6. The academic performances of students are laudable and outstanding with high percentage in all courses and programmes offered. <p>Some areas requiring attention of the college administration on the basis of the feedback survey are as under :</p> <ol style="list-style-type: none"> 1. The students have sought improvement in infrastructure and library services. 2. Some students expressed lack of tools in laboratories. 3. The students have expressed their desire for canteen in the college. <p>The feedback report has been submitted to the college administration and an action taken report has been prepared for implementation in the upcoming session</p>	60
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	<p>File Description:</p> <ul style="list-style-type: none"> • Upload database of all students on roll (Data Template) <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Student%20Satisfaction%20Survey%20Report%202020-21.pdf</p>	
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Criteria 3- Research, Innovations and Extension (110)

Key Indicator 3.1- Resource Mobilization for Research (10)

Metric No.		Weightage												
3.1.1. Q _n M	<p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></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%; text-align: center;"> <thead> <tr> <th>Year</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</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	16-17	17-18	18-19	19-20	20-21	Number	Nil	Nil	Nil	Nil	Nil	10
Year	16-17	17-18	18-19	19-20	20-21									
Number	Nil	Nil	Nil	Nil	Nil									

Key Indicator 3.2- Innovation Ecosystem (15)

Metric No.		Weightage
3.2.1 QIM	<p><i>Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge (patents filed, published, incubation center facilities in the HEI to be considered)</i></p> <p>Write description in a maximum of 500 words</p> <p>The Institution provides a conducive environment for promotion of Innovation and Incubation. All required facilities are provided and Guidance is extended to the students. Students are encouraged to actively involve in the application of Technology for societal needs. Necessary support is provided for Documentation. Awareness meets, workshops, seminars and guest lectures on Entrepreneurship are organized. Students are provided opportunities to directly interact with outstanding entrepreneurs excelling in their field. Product service Training is provided for creating awareness on marketing the products. The sole objective of the Incubation Center is to facilitate students to convert their Ideas into Technological Innovations. Students are provided facilities to build prototypes useful for promotion of Agriculture and Rural Development.</p> <p>File Description:</p>	10

	<ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Innovation%20ecosys67tem.pdf</p>													
3.2.2 Q _n M	<p>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</p> <p>3.2.2.1: Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>0</td> <td>0</td> <td>0</td> <td>01</td> <td>03</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	16-17	17-18	18-19	19-20	20-21	Number	0	0	0	01	03	5
Year	16-17	17-18	18-19	19-20	20-21									
Number	0	0	0	01	03									

Key Indicator 3.3- Research Publication and Awards (25)

Metric No.		Weightage												
3.3.1 Q _n M	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE year wise during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>3</td> </tr> </tbody> </table> <p>Total number of research papers in the Journals notified on UGC CARE</p> $\frac{\text{Number of full time teachers}}{\text{Number of full time teachers}} \times 100$ <p>during the last five years (without repeat count)</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 	Year	16-17	17-18	18-19	19-20	20-21	Number	0	0	0	0	3	10
Year	16-17	17-18	18-19	19-20	20-21									
Number	0	0	0	0	3									
3.3.2 Q _n M	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</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"> <thead> <tr> <th>Year</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>3</td> </tr> </tbody> </table>	Year	16-17	17-18	18-19	19-20	20-21	Number	0	0	0	0	3	15
Year	16-17	17-18	18-19	19-20	20-21									
Number	0	0	0	0	3									

	<p>Total number of books and chapters in edited volumes/ books published and papers in national/ international conference proceedings</p> <hr/> <p>Number of full time teachers during the last five years (without repeat count)</p> <p>$\times 100$</p> <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Books%20Publication33on.pdf</p>	
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Key Indicator 3.4- Extension Activities (40)

Metric No.		Weightage
3.4.1. Q1M	<p><i>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.</i></p> <p>Write description in a maximum of 500 words</p> <p>Education is meant for social discipline and efficiency. College is one such agency whose contribution is highly expected by the Society by way of nurturing its students. Higher education has objectives such as reestablishment of human principles, character building, promotion of abilities, cultivation of self-respect to foster moral values, spiritual thoughts, creating the feeling of universal brotherhood, developing scientific attitude. The College takes initiatives to organize various such extension activities to gratify social responsibilities: Plantation: Being located in the part of the "Desert" plantation is of utmost ecological importance and this Desert Greening' has been effectively carried out by the students of the College. The saplings were planted not only within the Campus but also in adjoining areas. Organization of Camps on "Harit Rajasthan" was another effort towards the same performed by NSS volunteers. Cleanliness drives: Practicing on "Swachh Bharat" concept, a number of camps were organized by the College. The students not only cleaned the campus but also went to neighboring villages. They worked with great dedication and wholehearted support was extended by the Society too. Further, health and hygiene go together and it is very important to prevent diseases to maintain good health. Such drives were therefore very fruitful especially where stagnant water points, the</p>	10

	<p>breeding grounds of vector insects were cleaned. Yoga and meditation: Practicing yoga helps improving flexibility, balance, endurance and physical strength, while meditation helps to keep the mind sharp and clear, relieves stress and improves overall well-being. The College, therefore, organizes regular camps on 'Yoga and Meditation' which helps the students to attain a deeper state of relaxation and creating 'Mental Discipline'. Blood donation camps: Blood donation is a life-saving endeavour and a sign of humanity that unites people irrespective of caste, creed and religion. The College organizes this activity at least once during each academic session and students donate blood, as a religious gesture towards the society. Social Issues of concern: Camps on different social issues are organized from time to time on topics like "Saving the girl child", awareness towards 'AIDS' and so on. Various competitions related to this viz. Rangoli, slogans, posters etc. are also held to percolate the message related to the concerned issue in the Society. Voter awareness: The constitution of our Country gives every citizen the power to elect its own government by the 'Right to Vote'. But unfortunately, most of the citizens do not execute this right and therefore this task of "Voter Awareness" is accomplished through the organization of camps for the betterment of the Society. Overall, the aim of inculcating social values among students, making them aware towards social issues and solving them with the help of local community, nurturing them towards social justice and cause and enhancing their responsibility and personality, resulting in a socially mature individual intellectually as well as emotionally and making them a worthy citizen of the Society is thus achieved by the College.</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	
3.4.2	<i>Awards and recognitions received for extension activities from government / government recognised bodies</i>	10

Q₁M	Write description in a maximum of 500 words Nil File Description: <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 													
3.4.3 Q_nM	<p><i>Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years</i></p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year wise during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>2</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	16-17	17-18	18-19	19-20	20-21	Number	0	0	1	1	2	20
Year	16-17	17-18	18-19	19-20	20-21									
Number	0	0	1	1	2									

Key Indicators 3.5 – Collaboration (20)

Metric No.		Weightage
3.5.1. Q_nM	<p><i>The number of MoUs, collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research and other academic activities during the last five years</i></p> <p>3.5.1.1 Number of MoUs, collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research and other academic activities during the last five years: __Persuing the two MoUs with CSWRI and Private College</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/M10U%20DRAF251T.pdf</p>	20

Criterion 4 - Infrastructure and Learning Resources (100)

Key Indicator – 4.1 Physical Facilities (30)

Metric No.		Weightage
4.1.1. QM	<p><i>Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution</i></p> <p>Write description in a maximum of 500 words</p> <p><i>File Description:</i></p> <p>The college is constantly extending and expanding its resources in terms of construction. Government college Malpura creates a conducive physical ambience through provisions of facilities for quality teaching. There are 10 classrooms equipped with black boards, college has one ICT enabled/Smart Classroom and one ICT enabled laboratory The science laboratories, geography and computer laboratory instruments and equipments to meet the current requirements of under graduate teaching and learning process the college campus Wi-Fi enabled The college has facilities like administrative block, IQAC room, Establishment section and Academic section. College has a rich library with text book and reference book basic requirement like clean and hygienic drinking water, clean toilets with sufficient water supply. Separate toilets for male and female there is facilities like sanitary napkins and other first Aid is also provided to students There is a play ground where students practices various sports. The college is located in the rajasthan gives deserted look, but efforts are made to develop greenery by planting trees and lawns have been initiated and accomplished there</p>	20

	<p>is a teacher council for smooth functioning of the college. For maintaining the Infrastructure of the intuitions teacher council have constituted different committees with look after the overall development of the college focusing on the academic performance of the students. Attention is also paid in sports/games and cultural activities which are essential ingredients for character building process of the students</p> <p>Facilities for sports: The College has adequate facilities for indoor games and outdoor games. Various sports played by the students of the College include Hockey, Football, Cricket, Tennis, Volleyball, Basketball, Kho-Kho, Kabbadi, Table tennis, Chess, Carom the facility of a few although being not available in the College premises are played elsewhere for which a prior official permission is sought by the Institute. The indoor games include chess, carom and table tennis while the outdoor games played are cricket, football, hockey lawn tennis, basketball, volleyball and kabbadi. sports courts and ground viz., Cricket and football and Hockey playing grounds. Most of the students of this College are from a rural background as do well in their academics they perform well in sports too can be confirmed by the medals won by them in different events. The College sports committee takes care of various team selections, holding competitions, taking teams to different places during tournaments etc. Sports Complex in the College is now at a</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 													
<p>4.1.2 QnM</p>	<p><i>Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)</i></p> <p>4.1.2.1 Expenditure for infrastructure augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <table border="1" data-bbox="320 1955 1222 2024"> <thead> <tr> <th>Year</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>-</td> <td>-</td> <td>70.00</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Year	16-17	17-18	18-19	19-20	20-21	Number	-	-	70.00	-	-	<p>10</p>
Year	16-17	17-18	18-19	19-20	20-21									
Number	-	-	70.00	-	-									

	<p>Formula:</p> $\text{Percentage} = \frac{\text{Total Expenditure for infrastructure augmentation, excluding salary}}{\text{Total Expenditure excluding salary}} \times 100$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (template merged with 4.4.1) • Upload supporting document 	
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Key Indicator – 4.2 Library as a learning Resource (20)

Metric No.		Weightage
4.2.1. QM	<p><i>Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library</i></p> <p>Write description in a maximum of 500 words</p> <p>Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors and the most patient of teachers'' - The quote emphasizes the significance of books and the place where these are lodged, therefore is definitely a place of worship and that is none other than a library. To cater to the needs of the students, the college offers good reading material in the form of books, periodicals, encyclopedias, magazines, newspapers etc. It is a place that is used for acquiring knowledge and gathering information. The college library is neat and clean and with comfortable furniture. It provides a peaceful and scholarly environment which is an incentive to study. There are separate reading and reference rooms. The library staff is also very cooperative and renders all sorts of help needed by the students and faculty equally. The students are issued library cards and besides reading in the library they can also get the books issued, carry them along and return them after reading, limited time is of course given to restrict unwanted keeping the books by students and bringing them back for rotation among other students. Undoubtedly, the college library is a boon to students in</p>	20

	<p>this region as the college has the maximum number of students from a rural background and poor economic status: The college library has about 10000 books classified and indexed. The library is situated in a separate independent building which includes one reading halls,with computer</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Librar4y.pdf</p>	
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Key Indicator- 4.3 IT Infrastructure (30)

Metric No.		Weightage
4.3.1. QIM	<p><i>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</i></p> <p>Write description in a maximum of 500 words</p> <p>The college is constantly extending and expanding its IT resources in terms of computers, Management Information Systems, Learning Management Systems, operating systems, and servers etc. The augmentation and updation of IT facilities in the college is reflected in the following: The establishment of the ICT laboratory: This laboratory is furnished with an Overhead Projector, 25 Computers with internet facility, besides relevant required furniture. There are two rooms with a smart board facility. These classrooms are used by UG departments for teaching, seminars and small workshops. The video conferencing room in the college is used for virtual meetings with the Commissionerate College Education and District Administration. Notices and circulars regularly displayed and circulated among students, faculty and staff members for day to day execution of works of importance. Admission: online admission process for UG students implemented by Commissionerate College Education, Rajasthan. The admission module on the college website also provides an essential link and information to complete this</p>	20

	<p>process. Merit is also generated online and uploaded on the website. Attendance: centralized management information system to record the biometric attendance of faculty and staff and also of research scholars availing fellowships. Accounts and Finance: Monthly salary bills of all employees through Pay manager Portal E tendering module helps in procurement of goods and items and placing orders. Eprospectus uploaded on the website gives information related to subject combinations, academic calendar, admission policy and code of ethics. Examination forms, permission letters, course outcomes all through centralized university module on the university website</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	
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: <u>2021-22</u></p> <p>Formula: Students: Computers 1603/15</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting document 	10

Key Indicator – 4.4 Maintenance of Campus Infrastructure (20)

Metric No.		Weight age												
4.4.1 Q _n M	<p>Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>-</td> <td>-</td> <td>-</td> <td>70.00</td> <td>-</td> </tr> </tbody> </table> <p>Percentage =</p>	Year	16-17	17-18	18-19	19-20	20-21	Number	-	-	-	70.00	-	20
Year	16-17	17-18	18-19	19-20	20-21									
Number	-	-	-	70.00	-									

	Total expenditure incurred on maintenance of infrastructure excluding salary during the last five years <hr style="width: 80%; margin: auto;"/> Total expenditure excluding salary during the last five years × 100	
	File Description (Upload) <ul style="list-style-type: none"> • Institutional data in the prescribed format (template merged with 4.1.2) • Upload supporting document 	

Criterion 5- Student Support and Progression (140)
Key Indicator- 5.1 Student Support (50)

Metric No.		Weight age												
5.1.1 QnM	<p><i>Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years</i></p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Year</td> <td>16-17</td> <td>17-18</td> <td>18-19</td> <td>19-20</td> <td>20-21</td> </tr> <tr> <td>Number</td> <td>614</td> <td>494</td> <td>533</td> <td>514</td> <td>391</td> </tr> </table> <p style="text-align: center;"> Percentage = 35 Total number of students benefited by scholarships and freeships provided by Government and Non – Government agencies <hr style="width: 80%; margin: auto;"/> Total number of students during the last five years × 100 </p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Scholarshipp.pdf</p>	Year	16-17	17-18	18-19	19-20	20-21	Number	614	494	533	514	391	20
Year	16-17	17-18	18-19	19-20	20-21									
Number	614	494	533	514	391									
5.1.2 QnM	<p><i>Capacity building and skills enhancement initiatives taken by the institution include the following</i></p> <ol style="list-style-type: none"> 1. <i>Soft skills</i> 2. <i>Language and communication skills</i> 3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i> 4. <i>ICT/computing skills</i> <p>Options:</p> <p>A. All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. None of the above</p> <p>None of the above</p>	10												

	<p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 													
5.1.3 QnM	<p><i>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</i></p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>0</td> <td>0</td> <td>0</td> <td>300</td> <td>0</td> </tr> </tbody> </table> <p><i>Percentage =</i> <i>Total number of students benefitted by guidance for competitive examinations and career counseling during the last five years</i> <hr/> <i>Total number of students during the last five years</i> × 100</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 	Year	16-17	17-18	18-19	19-20	20-21	Number	0	0	0	300	0	10
Year	16-17	17-18	18-19	19-20	20-21									
Number	0	0	0	300	0									

<p>5.1.4 QnM</p>	<p><i>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</i></p> <p><i>1. Implementation of guidelines of statutory/regulatory bodies</i> <i>2. Organisation wide awareness and undertakings on policies with zero tolerance</i> <i>3. Mechanisms for submission of online/offline students' grievances</i> <i>4. Timely redressal of the grievances through appropriate committees</i></p> <p>Options: A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p>All of the above</p> <p>File Description (Upload)</p>	<p>10</p>
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Key Indicator- 5.2 Student Progression (30)

Metric No.		Weight age
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<p>5.2.1 QnM</p>	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <table border="1" data-bbox="272 376 1347 454"> <tr> <td>Year</td> <td>16-17</td> <td>17-18</td> <td>18-19</td> <td>19-20</td> <td>20-21</td> </tr> <tr> <td>Number</td> <td>15</td> <td>18</td> <td>22</td> <td>25</td> <td>12</td> </tr> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years</p> <table border="1" data-bbox="272 524 1347 602"> <tr> <td>Year</td> <td>16-17</td> <td>17-18</td> <td>18-19</td> <td>19-20</td> <td>20-21</td> </tr> <tr> <td>Number</td> <td>70</td> <td>168</td> <td>110</td> <td>150</td> <td>68</td> </tr> </table> <p>Percentage = $\frac{\text{Total number of outgoing students placed and / or progressed to higher education during the last five years}}{\text{Total number of outgoing/final year students during the last five years}} \times 100$</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Out%20going%20student%20shts.pdf</p> <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Placement1.pdf</p>	Year	16-17	17-18	18-19	19-20	20-21	Number	15	18	22	25	12	Year	16-17	17-18	18-19	19-20	20-21	Number	70	168	110	150	68	<p>20</p>
Year	16-17	17-18	18-19	19-20	20-21																					
Number	15	18	22	25	12																					
Year	16-17	17-18	18-19	19-20	20-21																					
Number	70	168	110	150	68																					
<p>5.2.2 QnM</p>	<p>Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)</p> <p>5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years</p> <table border="1" data-bbox="272 1435 1347 1514"> <tr> <td>Year</td> <td>16-17</td> <td>17-18</td> <td>18-19</td> <td>19-20</td> <td>20-21</td> </tr> <tr> <td>Number</td> <td>15</td> <td>18</td> <td>22</td> <td>25</td> <td>12</td> </tr> </table> <p>5.2.2.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years</p> <table border="1" data-bbox="272 1697 1347 1776"> <tr> <td>Year</td> <td>16-17</td> <td>17-18</td> <td>18-19</td> <td>19-20</td> <td>20-21</td> </tr> <tr> <td>Number</td> <td>30</td> <td>36</td> <td>32</td> <td>30</td> <td>25</td> </tr> </table> <p>Percentage = $\frac{\text{Total number of students qualified in such examinations during the last five years}}{\text{Total number of students appeared in such examinations during the last five years}} \times 100$</p> <p>File Description (Upload)</p>	Year	16-17	17-18	18-19	19-20	20-21	Number	15	18	22	25	12	Year	16-17	17-18	18-19	19-20	20-21	Number	30	36	32	30	25	<p>10</p>
Year	16-17	17-18	18-19	19-20	20-21																					
Number	15	18	22	25	12																					
Year	16-17	17-18	18-19	19-20	20-21																					
Number	30	36	32	30	25																					

	<ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 	
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Key Indicator- 5.3 Student Participation and Activities (50)

Metric No.		Weight age												
5.3.1 QnM	<i>Number of awards/medals for outstanding performance in sports/ cultural activities at College / state/ national / international level (award for a team event should be counted as one) during the last five years</i>	25												
	5.3.1.1: Number of awards/medals for outstanding performance in sports/cultural activities at College/state/ national / international level (award for a team event should be counted as one) year wise during the last five years													
	<table border="1"> <thead> <tr> <th>Year</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> </tr> </tbody> </table>		Year	16-17	17-18	18-19	19-20	20-21	Number	Nil	Nil	Nil	Nil	Nil
	Year		16-17	17-18	18-19	19-20	20-21							
Number	Nil	Nil	Nil	Nil	Nil									
<p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/SportsC.pdf</p>														
5.3.2 QnM	<p><i>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</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</p>	25												

	Year	16-17	17-18	18-19	19-20	20-21	
	Number	28	24	15	47	Nil	
<p><i>Average =</i> Total number of sports and cultural events/ competitions in which students of the Institution participated during the last five years <hr/> Number of years in the assessment period</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 							

Key Indicator- 5.4 Alumni Engagement (10)

Metric No.		Weight age
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<p>5.4.1 QIM</p>	<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>Alumni and its participation is undoubtedly the key to sustainable philanthropic support and long term success of any educational institute. Govt. College Malpura also has this registered body with over Fifty registered members contributing towards different activities of the College since 1997. The Alumni Association of Govt. College Malpura is a registered body under the name "Purv Chatra Parishaid. It has regularly been promoting the general welfare of the Institution by its services. The Old students of the College not only support their parent institution's goals but also try to strengthen the ties between alumni, the community, and the parent college. Some of the contributions of Alumni are as follows: benches in the garden area of the College for students to relax during their leisure time. Very soon it was executed and 02 benches were donated by Alumni, which today serve to be a very comfortable sitting place to students especially during the chilling winter season to enjoy sun heat. The College lies in the Thar Desert of Rajasthan which has extremes of temperature and summers are very hot with temperature is one of the very important factors in the region. A very significant contribution of the Association in this respect is evinced by the construction of water tank with water cooler facilities. The members of the association also extended their support towards repair and maintenance of some other water points.</p> <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/AlumniCertifi30cate.jpg</p>	<p>10</p>
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Criterion 6- Governance, Leadership and Management (100)

Key Indicator- 6.1 Institutional Vision and Leadership (10)

Metric No.		Weightage
6.1.1 Q1M	<p><i>The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance</i></p> <p>Write description in a maximum of 500 words</p> <p>The vision statement of Government College Malpura is "Transform One Life, Transform the Nation". Malpura College is committed to transforming its vision into reality in its everyday governance, policies and actions. The leadership and governance at Malpura College - based on participative management and decision-making - ensures an environment conducive for attaining the vision and the mission of the college. The college motto Amritam tu vidya (knowledge is eternal) is the guiding force in policies and actions towards attaining the following mission: To nurture an ecosystem that promotes democratic values, inclusiveness of diverse peoples and cultures, and freedom of expression and creativity To instill a culture of sensitivity to gender issues and identities, to challenges pertinent to differently abled and economically disadvantaged persons, and to experiences of people from minority communities. To promote civic ecology practices on campus and beyond for a sustainable relationship between human community and nature To encourage a dynamic engagement between curricular and extracurricular learning experience and strive for positive social implications To foster a stimulating academic environment that encourages a spirit of enquiry, innovation and experimentation To nurture intellectually sound, empathetic, and self-reliant young leaders of the nation and developing tactile paths for visually handicapped students</p> <p>The participative management and decentralization practice of the college is reflected primarily in the constitution of various committees and their effective contribution in smooth functioning of the institution. A case of decentralisation</p>	10

	<p>and participative management at Malpura College is teachers' representation in staff council committees and other forums. The Staff Council is chaired by the Principal and an elected teacher is the secretary to the staff council. Every faculty in the college is a member of two or more committees in the college. The staff council committees form the backbone of the college. Teachers' engagement in the overall functioning of the college through the staff council is enumerated below:</p> <p>Teachers convene and participate in committees that fulfill admissions and academic/workload requirements of the college. Participation and fulfilling of executive responsibilities in committees for development and purchase, discipline and code of conduct by heading and participating in staff council committees such as the General Purchase Committee, the Development Committee, the Anti-Ragging Cell, the Discipline Committee, and the Student Advisory Committee. Teachers are also members of the Internal Complaints Committee against Sexual Harassment. Representation in staff council committees that nurture discipline and patriotism, equality and community spirit, such as the National Service Scheme (NSS), the Equal Opportunity Cell (EOC), and the Women's Development Cell (WDC). Other student-centric committees like the Cultural Committee, the Placement Committee, and the Entrepreneurship Development Cell (EDC), which promote creative development, cultural enrichment, placement and entrepreneurial skills, also function under the supervision of teachers. Teachers are appointed as representatives in the Governing Body, as the bursar, the PIO, and the liaison officer to fulfill administrative, financial and executive responsibilities.</p> <p>Appointment as teachers-in-charge of individual departments to manage the administrative requirements of their respective departments. Teachers-in-charge function as part of a larger, systematised grid of consultation and discussion with the</p>	
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	<p>Principal, the IQAC, and with related staff council committees. At the same time, teachers-in-charge also work in consultation with the rest of the department over matters such as discipline papers to be taught, schedule of the internal assessment, department events, assessment of students' performance, and so on. Another noteworthy aspect of participative management in the college is students' representation in the executive bodies of various departments, societies and committees. Student office bearers are assigned responsibilities of leadership, and management of department/committee fests, seminars, webinars, arranging sponsorships etc. In sum, teachers and students are involved in supporting the administrative, academics and extracurricular aspects of the college. The College besides imparting cost-effective education also lays emphasis on holistic development of the students. Ample opportunity and platform is provided to the students for their growth. The college understands the significance of sports in developing skills, participation and health and the same is reflected through the various Sports activities organized with the help of a sports committee.</p> <p>Important Contribution of IQAC</p> <ol style="list-style-type: none"> 1. one day webinar use of google classroom for teaching, Learning and evaluation 2. Online study material is provided to students in pandemic time 3. Anandam programme is successfully in the college 4. Covid-19 safety awareness programme in district tonk 5. Series of pre-admission counselling programme <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Code%20of%20Cond21ect%20(1).pdf</p>	
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Key Indicator- 6.2 Strategy Development and Deployment (10)

Metric No.		Weightage
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6.2.1 Q1M	<p><i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/perspective/development plan etc</i></p> <p>Government College Malpura is a Government Degree College and so all strategic plans are taken by the Department of Higher Education, Government of Rajasthan. However, some internal strategies can be taken by the college for the smooth functioning of the college. One such strategic plan implemented by the college is the Teaching and Learning Process of the institution. The academic calendar is prepared by the Academic Committee and the Central routine of the institution is prepared by the Routine Committee at the beginning of each academic year. The Routine Committee prepares the central routine of Science, Arts and allotting tutorial classes, smart classes for each department. The routine is then handed over to each department for preparing the departmental routine. The Head of the Department of each department then formulate departmental routine, distribute syllabus among faculty members, so that the syllabus is completed within time. Time to time extra classes, tutorial classes, revision classes are also taken to complete the syllabus in time. In short, syllabus coverage is monitored by the Head of the Department of each department. Attention is paid for slow learners. Study materials, question papers of the preceding years are provided to advance as well as slow learners. Guidance is provided to the students for writing answer. ICT enabled classes are also taken by the departments to make the students understand certain difficult topics in the easiest way. Study tours, field visits are arranged occasionally in some departments to enhance the experimental learning process. Each department has been provided with computers along with internet facilities for the smooth conducting of the department. group learning in some departments are practiced from time to time. The main purpose of each department is to enhance the knowledge and make the students aware of the modern education</p>	6
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system. Library facilities, INFLIBNET facilities are also rendered to the students of this institution.

The key aspects of the organizational structure of the college are as follows:

1. Administrative set up and function of various bodies: The College comes under the Commissionerate of College Education, Rajasthan headed by the Commissioner. The senior members of the faculty are given charges of the Establishment section, Accounts section, and Academic section. The staff members include teaching staff, office support staff, Librarian, Laboratory Assistants, etc. Various Committees are constituted for different assignments. As the post of PTI is presently lying vacant, a Committee looks after all the sports activities. AAO and accountant deal with the financial matters. Besides, many are recruited on contractual basis via College Development Committee like the Security guards, Gardeners, Safai Karamcharis, typists etc. The teaching staff is assigned various responsibilities as conveners and members of committees. The Administrative structure of Vikas Samiti (College Development Committee) comprises of principal, representative of the district collector, representative of commissionerate college education, two educationists and two learned citizens. The function of the committee is to provide and maintain basic infrastructure and deliver feedback regarding teaching-learning and other areas.

2. Service rules: The College is a Government institute and therefore it is mandatory to follow the rules, regulations, policies framed by the State Government (RSR). (link RSR) Nevertheless, whatever best can be implemented at its level is always carried out by the college to achieve the ascertained goals.

3 Recruitment: The staff is recruited by Rajasthan Public Service Commission/ Rajasthan Staff Selection Board. The Class IV employees are recruited through Employment

Exchange. In addition, there is a provision of Compensatory appointment in place of the demise of a close relative, based on the Govt. policy

4. Grievance redressal: The college has framed internal complaints committee, anti-ragging cell, grievances redressal cell, and anti women harassment committee to look into complaints and solve such issues, if any, with full commitment, judiciously and without any biases. Besides, for grievance redressal related to Govt. College Malpura the Employee ID of the Principal of the college is mapped by the Rajasthan Sampark Department. Anyone having a grievance against the college can file a complaint from anywhere in India. The complaint is forwarded to the college through the central office. The SC/ST cell, minority cell have also been constituted. Besides, a committee called legal cell is also constituted to look into court cases. The students can directly approach the principal for grievances and redressal. The matter is discussed with the related Committee and action is taken accordingly.
File Description Document
Link for Additional Information View Document

Write description in a maximum of 500 words

File Description:

- Upload Additional information
- Provide Link for Additional information

<p>6.2.2 Q_nM</p>	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. <i>Administration</i> 2. <i>Finance and Accounts</i> 3. <i>Student Admission and Support</i> 4. <i>Examination</i> <p>Options:</p> <ol style="list-style-type: none"> A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>All of the above</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting document 	<p>4</p>
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Key Indicator- 6.3 Faculty Empowerment Strategies (35)

Metric No.		Weightage
<p>6.3.1 Q_M</p>	<p><i>The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff</i></p> <p>Write description in a maximum of 500 words</p> <p>The college implements all the welfare schemes of the State Government and also tries to facilitate the same through various effective welfare measures. GPF/NPS and SI are compulsory deductions for future security. In addition, annual 'Group Insurance' is also deducted. Medical claims are reimbursed by the State Government as part of the health expense incurred by the employee. The superannuated employees of the College are benefitted from the Rajasthan Pensioner's Medical Fund, besides being given Gratuity and Pension. As an affiliated College, the University deducts 6% of the amount in the form of 'Teacher's Welfare Fund' from the remuneration of the teachers which they earn during the evaluation process, which is provided to the family of the needy faculty member, based on the policy of the fund. Provident Fund is also deducted, which is also associated with long term future benefits of the employee. Some of the other benefits include: Leave for teaching staff: 1. P.L : 15 privilege leave earned after completion of calendar year 2. HPL 20 half pay leave after completion of the year can be commuted on medical grounds. 3.</p>	<p>8</p>

	<p>CL 15 in one academic session 4. Special CL 15 in a session for seminars, conferences and academic purpose Study leave for maximum two years for higher studies. Leave for non-teaching staff: 1. PL 15 advance credited two times in a year 2. HPL same as teaching staff 3. CL 15 in a calendar year Leave for female staff: Maternity leave, two times in service period for 180 days Child care leave ,730 days in whole service period Leave for male staff: Paternity leave two times in the whole service period The performance of every employee, whether teaching or non-teaching, is appraised by the Principal and reviewed by the competent authority on annual basis covering various aspects of working/behavior and overall performance. This helps in assessing the overall conduct of the employee The records are kept in the office of the Commissionerate to be reviewed by DPC at the time of promotions. The proforma for self appraisal for teaching and nonteaching comprises of the following:</p> <p>1.For teaching and non-teaching staff: The 'Reportee' officer fills in a proforma at the first step, wherein he/she classifies the work undertaken under "Key result area", "Targets" and "Actual achievements</p> <p>2.The reportee also submits the details pertaining to any special work executed/carried out. At the second step the 'Reporting Officer' judges and rates the work carried out by the reportee under six criteria (i) Output of work (ii) Leadership qualities (iii) Analytical ability (iv) Management ability (v) Decision making ability (vi) Ability to take initiative</p> <p>3.At the third step, the 'Reviewing' authority, the Commissioner then finally gives the overall rating, which then is conveyed back to the reportee who is now the 'Accepting' officer.</p> <p>4.Only for teaching staff: In addition to the above proforma, the teachers have to fill one more proforma which comprises of individual details</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	
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	https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Special%20Programmes%20for%20advanced%20learners%20and%20slow%20learners.pdf																									
6.3.2 QnM	<p>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</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"> <thead> <tr> <th>Year</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> </tr> </tbody> </table> <p>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> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 	Year	16-17	17-18	18-19	19-20	20-21	Number	Nil	Nil	Nil	Nil	Nil	12												
Year	16-17	17-18	18-19	19-20	20-21																					
Number	Nil	Nil	Nil	Nil	Nil																					
6.3.3 QnM	<p>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years</p> <p>6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>3</td> </tr> </tbody> </table> <p>6.3.3.2 Number of non-teaching staff year wise during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> </tr> </tbody> </table> <p>Percentage = $\frac{\text{Total number of teaching and non teaching staff participating in FDPs, professional development Programmes during the last five years}}{\text{Total number of full time teachers year wise during the last five years + total number of non teaching staff during the last five years}} \times 100$</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting document <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Faculty%20Development%20Prog.pdf</p>	Year	16-17	17-18	18-19	19-20	20-21	Number	Nil	Nil	Nil	Nil	3	Year	16-17	17-18	18-19	19-20	20-21	Number	Nil	Nil	Nil	Nil	Nil	15
Year	16-17	17-18	18-19	19-20	20-21																					
Number	Nil	Nil	Nil	Nil	3																					
Year	16-17	17-18	18-19	19-20	20-21																					
Number	Nil	Nil	Nil	Nil	Nil																					

Key Indicator- 6.4 Financial Management and Resource Mobilization (15)

Metric No.		Weightage
6.4.1 QIM	<p><i>Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ non-government organizations) and it conducts financial audits regularly (internal and external)</i></p> <p>Write description in a maximum of 500 words</p> <p>The funds received are properly allocated and distributed for the meant purpose and utmost care is taken that they are properly utilized. The AAO and accountant of the college maintain the details with regards to accounts, audited by a Chartered Accountant hired for the purpose by the College. Every year an Audit from the Directorate/ State checks and verifies the accounts for irregularities if any. Any shortcomings/objections, raised by the Audit are settled up as per rules and policies. The External Audit is carried out by the auditors from the Office of Accountant General (AG) Rajasthan, Jaipur. The Internal Audit is done by the team from Commissionerate College Education Rajasthan Jaipur. The accounts related to College Development Committee are audited by CA hired for the purpose by the College. In addition, Physical Audit is conducted by the Auditing Party</p> <p>The funds are utilized as per GF & AR of the State. Either the principal is the DDO or one of the senior members is given the charge of DDO who looks after the financial matters including the salary of the college employees. There is an office of AAO supported by accounts staff who maintain proper ledger with details of the financial support received and utilized under different heads from various agencies. The funds are received under the following schemes/heads:</p> <p>State Government: allocates a specific amount to Govt. Colleges for overall development and maintenance. The committee constituted for college developmental purpose puts forth the demand and requirements before the principal. The state</p>	15

	<p>budget and grants are released for salary, TA, medical, office work, construction and maintenance, lab grant, books and journals, etc. This is disbursed as per allocated heads. The proposals for requirements related to maintenance are also submitted to CCE, College Development Committee, UGC and sometimes also to the Alumni association for their engagement and contribution. State Government Scholarships: Payment of fellowships and scholarships of UGC, ICSSR, and CSIR etc. is through PFMS. The payment of various Scholarships is online and executed through the SSO module. UGC and RUSA: UGC has been providing assistance till 2017 under the XII Plan Period. These funds were disbursed by the planning board of the college for various purposes viz instrumentation maintenance facility, competence building initiatives in college, cultural activities, educational innovations, fieldwork/study tours, extension activities etc. The UC was submitted timely to the office of the UGC. Funds amounting to Rs 2 crore were allocated to the college under three major heads construction, renovation and equipment. The fund was judiciously utilized and UC has been submitted. Governing and Monitoring bodies Board of Governors (BOG) and Project Monitoring Unit (PMU) monitor the progress of projects initiated by RUSA Vikas Samiti: Requirements and emergency needs other than these are fulfilled by funds generated through Vikas Samiti (College Development Committee). Alumni: The Alumni also contribute in cash and kind as and when required.</p> <p><i>File Description:</i></p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	
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Key Indicator- 6.5 Internal Quality Assurance System (30)

Metric No.		Weightage
6.5.1 QiM	<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>The Internal Quality Assurance Cell has been working towards realizing the goals of quality enhancement and sustenance. Logistics is a big challenge yet it is the most dynamic and distinctive feature of the college. Envisioning an ideal student-centric learning environment is only made possible through continuous evaluation and feedback by IQAC. The contribution of IQAC in implementing and driving resourcefulness to the growth and development of the college is conspicuous. Out of the so many initiatives the two major contributions of IQAC in institutionalizing the quality assurance strategies are:</p> <p>Teaching-Learning: The exigent task of catering to the diverse needs of students coming from diverse groups and rural background is well managed and manifested in the college and learning outcomes, student progression to higher education and placements. The strategies proposed and executed during the last five years with reference to teaching-learning include:</p> <p>Multiple forms of feedback: feedback generated through Vikas Samiti, Student Council, during student union elections, from stakeholders, parents alumni, in the form of memorandums, meetings, interactions etc .feedback is collected on academic and physical facilities, curriculum and the teaching-learning environment. Effective and optimum use of ICT tools for teaching despite the limited availability of resources Documents of internal assessment, policy for moderation of marks, steps taken to assist slow learners, and analysis of the results of end-semester examinations are examined meticulously as part of the audit</p>	15

	<p>process. Documentation of faculty achievements (paper presentation/participation in faculty development courses, publications, honors and distinctions) is also registered at the audit.</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Confera5nce%20and%20pepar.pdf</p>	
6.5.2 Q _n M	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. <i>Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements</i> 2. <i>Collaborative quality initiatives with other institution(s)/ membership of international networks</i> 3. <i>Participation in NIRF</i> 4. <i>any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc</i> <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>Any 1 of the above</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 	15

Criterion 7 - Institutional Values and Best Practices (100)

Key Indicator - 7.1 Institutional Values and Social Responsibilities (50)

Metric No.		Weightage
	Gender Equity and celebration of days of National/International commemoration	
7.1.1 QIM	<p><i>Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years (Within 500 words)</i></p> <p>Write description in a maximum of 500 words</p> <p>Government College Malpura has a strong ethical commitment to provide equal opportunities to all individuals irrespective of gender, race, caste, color, creed, language, religion, political or other opinions, national or social origin, property, birth or another status. Its unique work culture, The preference of girl students for admission in Malpura College reflects our concern and commitment for safety, security and gender equity:</p> <p>Gender sensitisation through academic and extracurricular programmes</p> <p>The Women Development Cell (WDC) at Malpura College formulates the annual plan to implement gender-equity in principle and practice. The WDC organises seminars, panel discussions, plays, film screenings, community outreach activities, workshops, and theatrical productions on gender issues throughout the year. Legal awareness programmes are organised to raise awareness about laws on sexual abuse, sexual harassment at workplace, civil and political rights, POSCO, etc. The college believes in not only heightening awareness among female students about their rights but also sensitising students towards gender issues</p> <p>Facilities and provisions for safety and well-being of women There is a separate common room for female students with all necessary facilities. CCTV cameras are</p>	10

	<p>installed at strategic locations for continuous surveillance of the premises and for heightening security in the college. The college has Internal Complaints Committee against Sexual harassment with its composition as per the guidelines of MHRD, Government of India. In addition, the college has a duly constituted Anti Ragging Committee, Discipline Committee, and Student Advisory Committee to ensure safety and to protect the interests of students. Self-defence training programmes for female students are organised regularly. Relaxation of 3% in admissions cut-off for female students is one of the many initiatives by the college. Awareness campaigns on women's safety and gender sensitivity through street plays (Nukkad Natak), rallies and camps by NSS student volunteers, and women cell. As part of NSS activities, free multi-specialty medical camps are organized fortnightly in neighboring villages as awareness initiatives on health, hygiene, the importance of child education and provide a launching pad to induct them into vocational skilling. Common Rooms: Separate common room for girls with all facilities Sanitary pad vending machine</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/GENDER%20EQUILIT723Y.pdf</p> <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/commemorative%20day7.pdf</p>	
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	Environmental Consciousness and Sustainability and Divyangjan friendly initiatives	
7.1.2 QnM	<p><i>The Institution has facilities and initiatives for</i></p> <ol style="list-style-type: none"> <i>1. Alternate sources of energy and energy conservation measures</i> <i>2. Management of the various types of degradable and non-degradable waste</i> <i>3. Water conservation</i> <i>4. Green campus initiatives</i> <i>5. Disabled-friendly, barrier free environment</i> <p>Options: A. 4 or All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. None of the above</p> <p>2 of the above</p> <p>File Description (Upload) • Upload supporting document</p>	20
7.1.3 QnM	<p><i>Quality audits on environment and energy regularly undertaken by the Institution.</i></p> <p><i>The institutional environment and energy initiatives are confirmed through the following</i></p> <ol style="list-style-type: none"> <i>1. Green audit / Environment audit</i> <i>2. Energy audit</i> <i>3. Clean and green campus initiatives</i> <i>4. Beyond the campus environmental promotion activities</i> <p>Options: A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p>2 of the above</p> <p>File Description (Upload) • Upload supporting document</p> <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Waste%20Management%20Photo15s.pdf</p>	10

	<i>Inclusion, Situatedness, Human values & professional ethics</i>	
7.1.4 QM	<p><i>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</i></p> <p>Government College Malpura has implemented several measures to make the college an inclusive campus.</p> <p>Measures for equal opportunities Malpura College strictly follows the reservation policies laid out by the Government of India for admissions of students and appointments of teaching and non-teaching staff. Special committees like the SC, ST and OBC Counselling Committee ensure parity and transparency during the admission process. The college has an Equal Opportunity Cell (EOC) which looks after the welfare of differently abled students. The National Service Scheme (NSS) volunteers also assist blind students in reading out study materials, offer assistance in writing projects, and assist students in mobility and learning. Girls Students are granted fee concessions in every academic session. The college also promotes several financial assistance/scholarships provided by the Government of India, state governments and non-governmental organisations to facilitate access to financial assistance among students. Teachers adopt bi-lingual mode of teaching, wherever required, to assist students with linguistic challenges. This helps students enhance their academic performance. Promotion of diversity and inclusivity Malpura College promotes cultural plurality and inclusivity on campus. In an effort to unite all cultures, many events are organised to promote cultural diversity. Some of the events organised by college are: Discussion on Relevance of Mahatma Gandhi in Modern time Essay Competition on Importance of Gandhian Philosophy in Modern time Sadbhavna Rally and Blood Donation camp and extension lecture and Quiz Competiton Seminar of Gandhiji and Naturopathy Environmental Peace</p>	10

	<p>Saraswati Pujan on Basant Panchami Harmonal Celebration on Holi, Diwali</p> <p>Malpura College organises activities that strengthen our constitutional values and deepen our allegiance and responsibility towards our nation. The National Service Scheme (NSS) is an integral body that commits to programmes and activities to inculcate constitutional obligations and patriotism among students and staff. Programmes instilling citizens' responsibilities</p> <p>The college fosters community responsibility by organizing blood donation camps routinely. In every camp, around 100 volunteers donate blood. They also organise book, food and clothes donation programmes regularly. Collection desks are set-up in college and collected items are distributed amongst the people from marginalised background. The college renders national service by organising road-safety awareness programmes routinely. Students are informed about traffic rules and regulations and instil the importance of safeguarding human life. To promote a sustainable environment, Swachh Bharat campaigns and Tree Plantation drives are organised. As part of the campaigns, environmentally safe practices such as plastic ban, water conservation, waste segregation, cleanliness and anti-pollution campaigns are implemented regularly. Awareness programmes for proper E-waste disposal are organised.</p> <p>The college promotes linguistic diversity and cultural plurality by organising programmes such as Hindi Diwas. In addition Democratic values</p> <p>The college enshrines the sovereign and democratic values of our nation by commemorating the Independence Day and the Republic Day annually. Kite flying festival is celebrated to mark the pride and glory of our nation. Constitution Day is celebrated every year in the college and a visit to the Parliament is organised to increase political consciousness among students. Army Day is observed to pay tribute to the Indian Army for their relentless service to this nation Voter's Day and Voter's Awareness</p>	
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	<p>Programmes are organised in the college to create awareness of youth towards their constitutional rights and duties. Routine drives are organized to facilitate issuance of voter ID for students. Citizens' rights Legal rights awareness programmes are organised to spread awareness among students of their constitutional rights. The college also offers a short-term course on legal awareness programme The college facilitates and conducts Student Union elections every year to ensure a democratic and safe space for students to voice their concerns.</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 <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Inclusive%20environm24ent.pdf</p>	
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Key Indicator - 7.2 Best Practices (30)

Metric No.		Weightage
7.2.1 Q _i M	<p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</p> <p>Best Practice - Title of the practice: Empowering students, especially girls through college activities and Social Commitment community outreach</p> <p>Objective of the practice: The Students coming to the institution are mostly from rural and backward area and have no clear vision for the future prospects The vision of the college is that each student shall be a torch bearer for the society carrying the message of social change. The vision is to train the students in such a manner so as to make them self reliant, develop leadership skills, empathy and serve the Society, Nation and Humanity. This practice aims to foster the spirit of social service in our students so that they learn to recognise it as a larger conditioning framework of their education. We aim to generate awareness amongst students towards existing social disparities in income, education,</p>	30

health and nutrition; and to instil compassion and empathy in the minds of youth towards the needs of the underprivileged sections of the society.

The context:

An educated and empowered student further educates and empowers the whole family, society, the country and the world. Education gives us knowledge of the world around us. It develops in us a perspective of looking at life. It is the most important element in the evolution of the nation. Without education, one will not explore new ideas. It means one will not be able to develop the world because without ideas there is no creativity and without creativity, there is no development of the nation. The world has parallels in that on one hand women are leading big corporate companies, Governments, social and political movements, running offices, writing books, etc., whereas, on the other hand women have to face various kinds of gender based discrimination such as lesser opportunities, atrocities, physical and mental harassment, early marriage and early maternity, social stigmas attached to infertility, failed marriage, etc. Social inequities and lack of opportunities characterise the lives of people from low socio-economic background, be it the lack of sustainable livelihood or educational opportunities, or be it the low access to healthcare and hygiene. Education, however, is the only leveller of such disparities. Education system in India can bridge these gaps by creating awareness among the youth of the nation.

The Practice:

The College has taken up following programs for empowering students: Regular dialogue with the students during orientation sessions and various programs in the college in addition to classroom interactions. Focus on societal and moral values through seminars. Conducting Yoga and physical fitness sessions. Start of skill/job oriented certificate courses to make them self dependent. The college has started plantation of fruit bearing trees, medicinal plants for sensitizing the students on modern approach to farming involving export of agroproducts, herbal farming, bio-compost pit making, horticulture, etc.

Collegecatering the needs of rural students

academics as well as carrier orientation. Helping them to acquire global competencies by developing English language skills. Developing social responsibilities by involving them in programmes such as blood donation, plantation, cleanliness drive, health awareness rally Organising programmes on schemes of government. Health check up camp in college. Making the students communicative by encouraging their participation in college programmes and involving them in decision making by making them a part of college committees. Organising career awareness seminars

5. Impact of the Practices : The college emphasis on upgrading the know age best practices of college is to facilitate teachers in their role as educators and mentors to inculcate professional skills. There is an increased awareness among students for becoming financially self dependent. Students put forth their views in college committee meetings and participate in the decision making process A social consciousness about the progress of community is being

Meer Colony is a jJJ Colony derivative of "jhuggi-jhopri", a colloquial name for unauthorised slums) located in the vicinity of the college. The college organises literacy and health and hygiene awareness campaign in this area. The NSS organised a programme Pehal: Ek Prayaas; as part of this programme, children from Meer Colony visited the college for a month-long literacy programme. In this programme, the student volunteers taught these children under the supervision of the faculty members in two shifts - morning and afternoon. Awareness programmes against alcoholism and drug abuse: Alcoholism and drug- addiction is one of the major problems in Meer Colony. Not only do the men waste a major part of their family income on alcohol and drugs, they also indulge in fights with family and neighbours, under the influence of these substances. One of the major problems reported by the women of Meer Colony area is domestic violence. Student volunteers perform plays and organise rallies to highlight the evils of substance abuse through interaction with the people from Meer Colony Our aim is to support the society by helping the poor people with cloths, utensils,

home appliances, books etc. The main focus of the college is to empower our students so that they become a responsible citizen of India enriched with self confidence, patriotism and humanity. A number of students are spreading awareness about health and fitness in their families and society. There is greater enthusiasm and zeal for their personal development as well as social causes. Evidence of Success Sensitisation of students and awareness of social responsibility: Various practices adopted by the college have been extremely successful in the intensity and reach of its vision and action. The college has not only been able to sensitise its volunteers and other students about the need and nature of social work but has been successful in reaching out to the residents of Meer Colony, JJ Colony in the vicinity of the college. Empathy in students: In general, students have become observant of the requirements of homeless people sleeping under flyovers, in Raen Basera, and on the roadsides. Looking at their poor living conditions, students and the staff expressed compassion and empathy by initiating food and clothes distribution drives. Sanitary pads and other daily use items were collected in the college and later on distributed to these needy people. Steps toward women empowerment: The NSS and the WDC, through its path-breaking work of training underprivileged women and making them self-reliant, have created a sustainable entrepreneurship model among the women. This in itself is an inspiration to the students while favourably influencing socioeconomic conditions at the grassroots level. By teaching Bandhani dupatta making and sanitary-pad making to underprivileged women, students have helped them achieve livelihood. Malpura College has made continuous efforts to make a little difference in the lives of underprivileged people, and by far the college has accomplished these goals in small measures.

Obstacles faced and resources : The students come to the college from remote rural area and are unable to devote much time after the classes for career and life skill trainings. There is time and money constraint for organizing training and workshop for students on career awareness, skill

courses, training for competitive examinations, self defense and physical fitness, etc. Resistance by the slum inhabitants towards change: The mindset of the inhabitants of the local slum had to be gradually changed by the NSS volunteers and faculty advisers. The volunteers could eventually convince them of their wellmeaning intentions through their sustained efforts at social amelioration. Challenges of convincing people about the importance of education: Illiteracy and poverty are interrelated and deeprooted problems of our society. For a poor person, food is more important than education. Convincing people to send their children to school instead of sending them to work is very difficult. Consistent, continuous efforts are required to

Best Practices - 2

Title of the Practice: Promotion of Environmental Consciousness Objectives of the Practice The objective of the practice is to create a better learning atmosphere which makes the environment carbon neutral and helps to maintain a healthy atmosphere in and around the college. It fosters a sense of connection to the natural world, promotes sustainable development and encourages conservation of irreplaceable natural resources and vulnerable plants Environment sustainability is of utmost importance in the light of increasing environmental degradation; and the same can be accomplished with the implementation of eco-friendly facilities and practices. The objectives of promoting environment sustainability are An effort has been made to institutionalize the practice of " Swachh Bharat Abhiyan" at college level. Regular cleanliness drive is undertaken by different departments involving their students on rotational basis. The objective of this practice is to keep the college campus clean and also to inculcate the habit of cleanliness and a sense of dignity of labour among students. To nurture generations of students who are sensitive to environmental concerns. The need of the present times is to educate the youth and the public about sustainability. The efforts of each of us can bring about significant positive changes in the pollution levels and ensure healthier lives for

all of us. To maintain a waste-free, pollution-free, healthy, and ecofriendly

green campus

Context of the practice:

Govt. college Malpura has about 1500 students on its rolls. The college campus with its open area is relatively small place for this big and vivacious crowd of students. Therefore, it is always a challenge to keep the college campus clean. This necessitates the practice of Swachh Bharat Abhiyan at college level. The tradition also involves spreading grains for the Avians and other beings. As per the Ecological concept, the dense trees would support pollinating and seed spreading agents which would further contribute to increase in the number of trees and plants far and wide. The more the trees increase in number, there will be more humus, moisture

content and living organisms in soil, thus leading to more productivity of the soil. The College is conscious about undertaking plantation work and maintaining cleanliness in and around the campus and hence has a good effect on the environment of the college. Plantation and afforestation is the need of the hour for maintaining a healthy and pollution free environment. Plantation practice is one of the most important and healthy practices that the college performs at regular intervals and so the college campus is lush fully green. The plantation area of the College is spread over 6 gardens with diverse plant species and colorful seasonal flowers. The green plant species of the campus is identified and documented by the Department of Botany. The flora includes approximately 150 species. To make the campus ecofriendly, various initiatives have been undertaken by the College. The College arranges special programs for generating awareness among students. In order to sustain the clean and green environment of the college, balance between utilisation and transformation/disposal of wastes has to be maintained. Routine generation of piles of used-paper presents challenges as well as possibilities. Waste papers can thus be recycled into new ones for multiple uses. Large quantity of green waste is generated in the college premises,

which is effectively composted as manure.

The Practice:

Cleanliness drive is undertaken on every Saturday by students and teachers. Each department has been assigned a particular

Saturday i.e. first Saturday of the month for Arts Departments second Saturday for Science Departments, third and fourth Saturday for NSS, Rover Rangers A plan was made for phase wise development of green cover which involves Planting dense trees

such as Banyan, Peepal, Ashok, Neem, etc. which would provide

green cover.

Flowering plants for attracting butterflies A conscious effort was made to involve the students in taking care of the plants and trees. It took many efforts to make the plants survive. Greenery and the anti-pollution drive in the institution has been initiated in a planned and phase-wise manner: Lush green lawns are maintained in-front of the buildings for the students to relax, study and enjoy their free periods. In addition, plantations are being done regularly, all around the campus. Along with the campus beautification, the institution

focuses on environment protection and sustainable development. Although the institution Malpura College is steadfastly committed towards creating an eco-friendly and sustainable campus. Instilling the urgency of environmental conservation and environment sustainability is realised through the following practices: Several campaigns by Eco-Club and NSS for creating awareness through social media are conducted. Student volunteers interact with the public to generate consciousness among them about the responsible use of natural resources. Vermi compost Unit :The vermin compost unit at Malpura College converts green and food waste to vermin compost, used in the college garden.

Evidence of success:

Environmental audit is conducted by the faculties of the Department of Botany. To make the campus eco-friendly, efforts undertaken by the College are: Heightened awareness among staff and students

- We have been able to create awareness amongst staff and students of our college regarding environmental challenges and the need for sustainability. Our students have received appreciation from the public during several campaigns; many people have promised to use the resources wisely and make all efforts to protect and conserve the environment. The NSS unit of the College undertakes various activities, like organizing a talk on several aspects, staged a drama on use and abuse of water, avoid using plastics, etc.

Campaign for the plastic-free campus at the college premise to create awareness among students, teaching and non-teaching staff. Problems encountered and resources required: The problem arises with regard to irrigating certain areas of the garden in the summer season. The main problem regarding the maintenance of these gardens is limited funds. And adequate supporting staff. As the state government does not allocate funds for this purpose, the college has to maintain this from the nongovernment fund. Greater initial cost and investment - Shifting to renewable resources is a costly affair and support and involvement from the government front is prerequisite in terms of financial assistance and subsidy. Challenge in motivating people - The public needs to be educated and motivated towards sustainability. Continuous efforts are made to create a general shift in the mindsets of the students and college staff towards generating an environmental consciousness. Lifestyle needs to be modified for sustainable living by judicious use of energy sources. Malpura College has made continuous efforts through rallies, campaigns, competitions and regular posts on social media to create awareness towards sustainable living.

- Any other relevant information

https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Best%20Practice115s.pdf

Key Indicator - 7.3 Institutional Distinctiveness (20)

Metric No.		Weightage
7.3.1 Q ₁ M	<p><i>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</i></p> <p>The vision of the College to impart cost-effective and student centric education has been a determinant factor behind its expansion and growth as an esteemed college of the region. We have always strived to create a constructive learning environment and promote high-quality research in the thrust areas of regional and social relevance. The teachers, students and stakeholders of this College have nourished and worked hard to make it known as an institution where academics are combined with a holistic approach to quality education. Promotion of ESD is the need of the hour as it empowers people to change the way they think and work towards a sustainable future. In this context, Malpura College involves educating students on the necessity of sustainable development by integrating sustainable development issues into all aspects of teaching, research and service. The most distinctive feature of the College is that it caters to educate the rural youth. Presently more than 70% of students enrolled in various disciplines are from rural backgrounds and, and the number is nearly the same during each academic year. Teaching and learning are the foundation stones of any educational institution and the same is true for this College, the biggest and the most prestigious college of the State. The college was established with an inclusive approach to impart education in its true sense, to cater to the needs of socio-economically backward sections of the society and above all enhance accessibility to knowledge. This objective is effectively accomplished with the help of qualified faculty and zealous students. Besides developing a scientific temper through research, the institution also offers a platform to inculcate creative and critical thinking. The College has a glorious</p>	20

academic record as the pass outs have earned laureates and brought honors to the Institute. The College has equipped the students with the latest knowledge and skills, inculcated human values and, provided equal opportunities. For the institution, imparting of education is not only restricted to the curriculum and classroom teaching, it ensures to improve the quality of life of the students by creating a learning environment that facilitates their individual development. To accomplish this objective, the college not only offers career counseling through its Career Counseling Cell but also makes opportune use of NSS, and Women Cell platforms to guide and motivate the students. Lectures on Soft Skills, Personality Development, Adolescence Problems, Drug Abuse, and Social Issues are a regular feature and are organized and delivered by experts in related areas. One area distinctive to the vision, priority and thrust of the college is teaching-learning. The salient features of the College and teaching-learning highlighting its distinguishing features can be summarized as follows:

The Campus

The quality infrastructure required for the pursuit of academic excellence Individual Departments with well-equipped laboratories and classrooms An extensively spacious and rich Central library Good playground facilities and upcoming Sports Complex Drinking water huts in all blocks, a necessity of the region Wi-Fi enabled campus Smart classrooms Smart science lab seminar halls and necessary facilities

The Curriculum

Students' Centric Course design
Wide choice of elective papers at undergraduate as well as postgraduate level
Faculty as Convener and member of BOS contribute in enriching and upgrading the

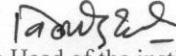
	<p>curriculum regularly Introduction of new courses and topics in order to incorporate local and recent developments and needs Need-based and job oriented courses Teaching Learning Encouraging Innovation and creativity in teaching-learning Identifying the needs of the learners and modifying teaching strategies as per the learning capabilities of students Promoting the students to participate in co-curricular and extra-curricular activities. Excellent learning outcomes High progression rate of students pursuing higher education Extension activities for community development focusing on civic responsibilities, social awareness and value-based education Regular class tests to evaluate the performance Exposure to E-content and e-learning Use of technology in teaching. Smart classrooms, interactive eboards, LCD, slide projectors, DVD players, computers, and internet connectivity has facilitated the learning process. Best practices and efforts for environment conservation Inclusivity on campus and beyond is the priority and thrust area in which the college has been making strides. Malpura College, therefore, not only promotes inclusivity in principle but also implements inclusive education on the campus through various practices in teaching learning processes and co/extra-curricular activities. Inclusive education entails ease of access to the teaching-learning ecosystem, regardless of cognitive or disability challenges, and equal opportunities for holistic development among students of diverse capacities and different backgrounds.</p> <p>Provide web link to:</p> <ul style="list-style-type: none"> • Appropriate web in the Institutional website • Any other relevant information <p>https://hte.rajasthan.gov.in/dept/dce/maharshi_dayanand_saraswati_university_ajmer/govt._college_malpura/uploads/doc/Institutional%20Distinctiveness.pdf</p>	
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Declaration by the Head of the Institution

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
प्राचार्य
राजकीय महानिदेशालय, मालपुरा
with seal

Place: MALPURA
Date: 31.10.2022

Section C: Appendices

1. *Appendix 1: Glossary & Notes*
2. *Appendix 2: Abbreviations*

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** : Students who perform very much better than the class averages
- Assessment** : 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 fuels that neither contribute to nor reduce 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 papers 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/ faculty exchange or extension support.

Completion Rates(course/)	: The ratio of the total number of learners successfully completing a course/ graduating from a programme in a given year to the total number of learners who initially enrolled on the course/programme.
Constituencies	: All the academic, administrative and support units of the institution.
Counseling	: Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.
Course	: A course is a unit of 2 to 6 credits in a formal program. A 3-credit course will have three classroom sessions of one-hour duration during each week for the entire semester. Example: Program: BA Economics; Course: Kerala Economy; Credits: 3:0:1
Course Outcomes (COs)	: COs are statements that describe what students should be able to do at the end of a course. They can be 6±2 for courses with 2 to 4 credits, and 8±2 for courses with 5 to 6 credits. (examples are given in the “Notes”)
Course Outlines	: List of the course modules, similar to a table of contents in a book or the outline used for writing papers. The outline defines the scope and content of the course.
Course Schedule	: Details of classes being offered, its time, location, faculty, and its unique number which students must know in order to register. The course schedule is published prior to the commencement of registration for each semester / session.
Credit	: A credit system is a systematic way of describing an educational programme by attaching credits to its components. College Grants Commission defines one credit as 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
Criteria	: Pre-determined standards of functioning of an institution of higher education that form the basis of assessment and accreditation as identified / defined by NAAC.
Cross Cutting Issues	: Cross cutting issues refer to the abilities of students to have sufficient disciplinary knowledge, to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn outside school; and have the skills to enter careers of their choice.
Curriculum Design and Development	: Process of defining the contents of units of study and usually obtained through needs assessment, feedback from stakeholders and expert groups. Curriculum design and curriculum development are procedures which are closely linked to the description of learning outcomes.
Cycles of Accreditation	: An institution undergoing the accreditation process by NAAC for the first time is said to be in Cycle 1 and the consecutive five year periods as Cycle 2, 3 and so on.
Dare Database - International Social Sciences Directory	: Provides access to world wide information on social science, peace, and human rights research and training institutes, social science specialists, and social science periodicals.
Demand Ratio	: The ratio of the number of seats available in a program/institute to the number of valid applications
Dual degree	: Pursuing two different College 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-ShodhSindhu** : 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.
- Faculty Development Program** : Programs aimed at updating the knowledge and pedagogical skills of faculty.
- Feedback** : Formative and evaluative comments given by tutors on the performance of individual learners.

Evaluative comments made by stakeholders to the institution on the quality and effectiveness of a defined process.

Response from students, academic peers and employers for review and design of curriculum.

- Field Project** : Formal projects students need to undertake that involve conducting surveys outside the college/College premises and collection of data from designated communities or natural places
- Financial Management Flexibility** : Budgeting and optimum utilization of financial resources.
- Functional MoUs** : A mechanism through which students have wider choices of Programmes to choose from, as well as, multiple entry and exit points for Programmes /courses.
- Full Time Teachers** : Memoranda of Understanding that are currently operational, signed by the Institute with national and international agencies
- Gender Audit** : A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.
- Graduate Attributes** : A tool and a process based on a methodology to promote organizational learning at the individual, work unit and organizational levels on how to practically and effectively mainstream gender.
- Green Audit** : The disciplinary expertise or technical knowledge that has traditionally formed the core of most College courses. They are qualities that also prepare graduates as agents for social good in an unknown future.
- Grievance Redressal** : The process of assessing the environmental impact of an organization, process, project, product, etc
- H-index (Hirsch Index)** : Mechanisms for receiving, processing and addressing dissatisfaction expressed, complaints and other formal requests made by learners, staff and other stakeholders on the institutional provisions promised and perceived.
- Human Resource Management** : An index that attempts to measure both the productivity and impact of the published work of a scientist or scholar. The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications.
- Humanities International Complete** : The process of assessing the human power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback.
- ICT** : A comprehensive database covering journals, books and reference sources in the humanities. This database provides citation information for articles, essays and reviews, as well as original creative works including poems and fiction. Photographs, painting and illustrations are also referenced
- Impact factor (IF)** : Information and Communication Technology Consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well 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, play fields, 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 Outcomes	: Specific intentions of a Programme or module, written in clear terms. They describe what a student should know, understand, or be able to do at the end of that Programme or module
Library as a Learning Resource	: The library holdings in terms of titles of books, journals and other learning materials and technology aided learning mechanism, which enable the students to acquire information, knowledge and skills required for their study.

- Levels of Outcomes** : ➤ **Programme Outcomes:** POs are statements that describe what the students graduating from any of the educational Programmes should be able to do.
- **Programme Specific Outcomes:** PSOs are statements that describe what the graduates of a specific educational Programme should be able to do.
- **Course Outcomes:** COs are statements that describe what students should be able to do at the end of a course
- New Technologies** : Digital tools and resources (hardware and software) and their application in the field of education.
- NIRF** : National Institutional Ranking Framework (NIRF), approved by the MHRD, outlines a methodology to rank institutions across the country. The parameters and sub-parameters associated with this mechanism are evolving from year to year. https://www.nirfindia.org/Docs/Ranking_Methodology_And_Metrics_2017.pdf
- N-LIST** : N-LIST stands for "National Library and Information services Infrastructure for Scholarly Content". <http://nlist.inflibnet.ac.in/faq.php>
- OBE: Outcome Based Education** : OBE is an educational theory that bases each part of an educational system around goals (outcomes). Each student should have achieved the goal by the end of the educational experience
- Open Educational Resources** : Educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute.
- Optimum Utilization of Infrastructure** : The infrastructure facilities are made available to the student for their maximum utilization. e.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary Programmes.
- Organogram** : Organogram is the word, a diagram that shows the structure of an organization and the relationships between the relative ranks of its part and position/ job. It is also known as Organisational Structure.
- Outcome** : An outcome of an educational Programme is what the student should be able to do at the end of a Programme/ course/ instructional unit.
- Outreach Activities** : Is the practice of conducting local public awareness activities through targeted community interaction
- Participative Learning** : Participatory Learning and Action is a family of approaches, methods, attitudes, behaviours and relationships, which enable and empower people to share, analyze and enhance their knowledge of their life and conditions, and to plan, act, monitor, evaluate and reflect.
- Participative Management** : Refers to an open form of management where employees are actively involved in the institution's decision making process.
- Perspective Development** : Is a blue print regarding the objectives and targets of long term growth
- Physical Facilities** : Infrastructure facilities of the institution to run the educational Programmes 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 faculties.
- 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.
- Situatedness** : Situatedness refers to involvement within a context. It also refers to placement of learning experiences in authentic contexts or settings
- SJR (SCImago Journal Rank)** : This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database).

- Slow Learners** : Students who perform very much below the class averages
- SNIP (Source Normalized Impact per Person)** : Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field?
- Stakeholder Relationship** : Affiliation and interaction with groups or individuals who have an interest in the actions of the institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization.
- Strategic Plan** : A specific, action-oriented medium or long-term plan for making progress towards a set of institutional goals.
- Strategy Development** : Formulation of objectives, directives and guidelines with specific plans for institutional development.
- Student Centric Methods** : Methods of instruction that focus on products of learning by the students
- Student Profile** : The student community of the institution, their strength and the diversity in terms of economic and social strata, location and other demographic aspects such as gender, age, religion, caste, rural/ urban.
- Student Progression** : Vertical movement of students from one level of education to the next higher level successfully or towards gainful employment.
- Student Support** : Facilitating mechanism for access to information fee structure and refund policies and also guidance and placement cell with student welfare measures to give necessary learning support to the students.
- SWAYAM** : SWAYAM is a Programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. <https://swayam.gov.in/>
- Teacher Quality** : A composite term to indicate the qualification of the faculty, the adequacy meant for recruitment procedures, professional development, recognition and teachers characteristics.
- Twinning Programmes** : An arrangement between two institutions where a provider in source country A collaborates with a provider in Country B to allow students to take course credits in Country B and/or in source Country A. Only one qualification is awarded by the provider in source Country A. Arrangements for twinning Programmes and awarding of degrees usually comply with national regulations of the provider in source Country A.
- Value Added Courses** : Courses of varying durations which are optional, and offered outside the curriculum that add value and helping them students in getting placed.

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

ISO Certification

ISO 9001:2015 implementations help to manage the resources effectively, as you will be able to utilise all your resources to its maximum extent. Once the institution obtains ISO 9001 certificate it creates path to improve the processes continually.

Programme Outcomes

For Every degree Programme broad expectations should be listed by the College. 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.
- PO4. **Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- PO5. **Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
- PO6. **The engineer and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
- PO7. **Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
- PO8. **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
- PO9. **Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- PO10. **Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
- PO11. **Project management and finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own

work, as a member and leader in a team, to manage projects 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 College/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.

PO6. **Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

PO7. **Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

Programme Specific Outcomes **Sample PSOs of BSc Zoology**

PSO1. Understand the nature and basic concepts of cell biology, Biochemistry, Taxonomy and ecology.

PSO2. Analyse the relationships among animals, plants and microbes

PSO3. Perform procedures as per laboratory standards in the areas of Biochemistry, Bioinformatics, Taxonomy, Economic Zoology and Ecology

PSO4. Understand the applications of biological sciences in Apiculture, Aquaculture, Agriculture and Medicine

Sample PSOs of BA Economics

PSO1: Understand the behaviour of Indian and World economy,

PSO2: Analyse macroeconomic policies including fiscal and monetary policies of India

PSO3: Determine economic variables including inflation, unemployment, poverty, GDP, Balance of Payments using statistical methods

PSO4: Understand the behaviour of financial and money markets and perform cost-benefit analysis for making investment decisions

Course Outcomes **Sample COs of the course “Animal Diversity – Non Chordata”**

CO1 Describe general taxonomic rules on animal classification

CO2 Classify Protista up to phylum using examples from parasitic adaptation

CO3 Classify Phylum Porifera with taxonomic keys

CO4 Describe the phylum Coelenterata and its polymorphism

- CO5 Write down the life history of Fasciola and its classification
- CO6 Describe Phylum Nematoda and give examples of pathogenic Nematodes
- CO7 Identify the characters of Phylum Annelida with its classification
- CO8 Write down the classification and characteristics of Phylum Arthropoda
- CO9 Identify the given Mollusca with respect to economic importance
- CO10 Write down the classification and characteristics of Phylum Echinodermata, Phylum Hemichordata and minor phylas

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 College 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
ICHR	-	Indian Council of Historical Research
ICPR	-	Indian Council of Philosophical Research
ICSSR	-	Indian Council of Social Science Research
ICT	-	Information and Communication Technology
IEEE	-	Institute of Electrical and Electronic Engineers

IIQA	-	Institutional Information for Quality Assessment
IQAC	-	Internal Quality Assurance Cell
IQAS	-	Internal Quality Assurance System
INFLIBNET	-	Information and Library Network
INQAAHE	-	International Network for Quality Assurance Agencies in Higher Education
INSA	-	Indian National Science Academy
IPR	-	Intellectual Property Rights
ISR	-	Institutional Social Responsibility
IUC	-	Inter College Centre
KI	-	Key Indicator
KI-GP(s)	-	Key Indicator-wise Grade Point(s)
MHRD	-	Ministry of Human Resource and Development
MoC	-	Memorandum of Contract
MoU	-	Memorandum of Understanding
MIR	-	Minimum Institutional Requirements
MIS	-	Management Information System
NCTE	-	National Council for Teacher Education
NET	-	National Eligibility Test
NGO	-	Non Governmental Organization
NME-ICT	-	National Mission on Education through Information and Technology
NPE	-	National Policy Education
NPTEL	-	National Programmed Teaching Enhanced Learning
OMR	-	Optical Mark Recognition
OPAC	-	Online Public Access Catalogue
PTR	-	Peer Team Report
QAA	-	Quality Assurance Agency
SAP	-	Special Assistance Programme
SET/SLET	-	State Level Eligibility Test
SJR	-	SCImago Journal Rank
SLQACC	-	State Level Quality Assurance Co-ordination Committee
SNIP	-	Source Normalized Impact per Paper
SSR	-	Self-Study Report
SWOC	-	Strengths, Weaknesses, Opportunities and Challenges
TEI	-	Teacher Education Institution
TOEFL	-	Test of English as a Foreign Language
UGC	-	College Grants Commission
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNO	-	United Nation Organization
UNICEF	-	United Nations Children Educational Foundation
UNDP	-	United Nation Development Programme
USIC	-	College Science Instrumentation Centre
Wi-Fi	-	Wireless Fidelity
YRC	-	Youth Red Cross

For Communication with NAAC

The Director

National Assessment and Accreditation Council (NAAC)

(An Autonomous Institution of the College Grants Commission)

P.O. Box No. 1075, Nagarbhavi, Bengaluru- 560 072

Phone: + 91-08-2321 0261/62/63/64/65

Fax: + 91-08-2321 0268, 2321 0270

Email: director.naac@gmail.com

Website: www.naac.gov.in

