QUALITY ASSURANCE CELL
ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION
(A Statutory Body of the Government of A.P)

ASSESSMENT & ACCREDITATION BY
NAAC
-The process

v2.0
JULY - 2022

Prepared by
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Foreword

Enhancement of quality standards of higher education institutions in the state of Andhra Pradesh is the strategic priority of the state government. NAAC Accreditation pushes the institutions to meet and maintain high standards of quality and in turn, increases trust and confidence among the stakeholders. Accreditation leads to accountability and higher levels of quality standards. As per the NAAC Factsheet of Accreditation of Institutions in Andhra Pradesh, out of the ten-state Universities accredited, four Government Universities secured ‘A’ level Grades while the remaining six secured ‘B’ level grades. This means that 40% of state Universities are putting adequate inputs to provide quality higher education. Regarding the Government and Aided Colleges in the State, only 148 Colleges are accredited. Less than 5 percent of Private Colleges are accredited. Therefore, the Government of Andhra Pradesh is keen on increasing the quality of higher education in the State and issued a G.O., making assessment and accreditation mandatory for all institutions of Higher Education within three years of time.

The Quality Assurance Cell was established in the AP State Council of Higher Education by the Government of Andhra Pradesh to promote quality standards in all the Higher Educational Institutions of the State and to extend qualitative support to all Universities and Colleges to make them ready for assessment and accreditation by NAAC, NBA and participation in NIRF, QS, and Times International Rankings. Right from its inception, the QAC is undertaking many activities to realize its objectives.

In order to facilitate an easy understanding of the assessment and accreditation process and to provide relevant inputs to take up new quality initiatives, the Quality Assurance Cell of the AP State Council of Higher Education brought out this Manual. I wholeheartedly congratulate Prof. K. Rama Mohana Rao, the Director of Quality Assurance Cell and the Vice Chairman of APSCHE and his team of officers for the relentless efforts taken in bringing out this manual.

- Prof. K. Hemachandra Reddy
Chairman, APSCHE
From the desk of the Vice-Chairman and Director, QAC

The APSCHE Manuals for Quality Enhancement and NAAC Accreditation for Affiliated Colleges brought out by Quality Assurance Cell detailing the NAAC criteria are very much appreciated by the faculty of Affiliated Colleges, as they are found to be explaining each of the metrics, threadbare.

The National Assessment and Accreditation Council (NAAC) revised the manual for Self-Study Report for Affiliated/Constituent Colleges (UG, UG & PG) and approved the same in the 94th Meeting of its Executive Committee (EC) held on 10th February 2022. It was notified on 12th April 2022 that the revised NAAC Institutional Accreditation - Manual for Self-Study Report (SSR) for Affiliated/Constituent Colleges (UG, UG & PG) will be effective from 1st June 2022 and for all Affiliated/Constituent Colleges applying for IIQA from 1st June 2022, the revised Manual only will be applicable.

Hence, the Quality Assurance Cell made necessary modifications to the earlier manuals and is now releasing the revised version as APSCHE Manual for Quality Enhancement and NAAC Accreditation for Affiliated Colleges v.2.0.

I am confident that this manual will help the colleges to secure high scores and grade in the process of NAAC assessment and accreditation. I suggest you to go through the manual patiently and in detail, understand each of the dimensions and evolve strategies for quality enhancement. Further, distribute the soft copy of this manual to all the HoDs and faculty members to facilitate introducing desired changes. I appreciate the keen efforts of the expert members who prepared this manual using their experience and expertise. I thank them for their valuable contribution. I acknowledge the contributions of Sri Srirangam Mathew, Academic Officer of QAC, Dr. CVS Bhaskar, Dr. B. Yella Reddy, Ms. K. Jyothi, the Academic Consultants of QAC and Sri B. Rajkumar, Ms. K. Dharani, the Computer Operators in bringing out the Manual.

All the Best....

-Prof. K. Rama Mohana Rao
Vice-Chairman, APSCHE
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The need for quality education in any country cannot be overemphasized. The mere existence of a large number of educational intuitions may not be a valid sign of the development of the education sector if the quality is not given the importance it deserves. The employability and personal development of students greatly depend upon how qualitatively the students are imparted education in schools, colleges and universities. Quality assessment of HEIs is necessary to safeguard the academic and research standards of all Higher Education Institutions and to assure the quality of the learning opportunities that the Higher Education Institutions offer to students. It is needed to promote continuous and systematic improvements in the higher education system. It is the responsibility of the state to ensure quality education for each and every student pursuing higher education in the state.

Assessment plays a vital role in any institution’s educational framework. It is a multi-faceted way to measure the quality of education across many factors. These factors include program quality, student performance and teacher performance. All of these factors are interdependent and are impacted by the institution’s financial limitations, administration and region/locality. Routine assessments through assessment programs are essential in improving the education standards of the institution, thereby ensuring that institutional as well as individual goals can be attained by both teachers and students. An improvement in quality standards of an institution assumes greater significance as it will have many positive effects on stakeholders such as
students, employers, parents, employees and the society at large. Continuous improvements in quality are the signs of progressiveness in providing educational services.

The system of higher education in India has expanded rapidly during the last two decades. In spite of the built-in regulatory mechanisms that aim to ensure satisfactory levels of quality in the functioning of higher education institutions, there have been criticisms that the country has permitted a large number of institutions with substandard facilities and as a result, the overall standards of education have been diluted. To address the issue of deterioration in quality, the National Policy on Education (1986) and the Plan of Action (POA-1992) that spelled out the strategic plans for the policies, advocated the establishment of an independent national accreditation body. Consequently, NAAC was established in 1994. The National Knowledge Commission in its report submitted to the Central Government stated that ‘NAAC which enjoys power over accreditation does not have the capacity to assess all higher educational institutions in the country. NEP2020

The National Education Policy-2020 (NEP-2020) is grounded on the Principles of Access, Equity, Quality, Affordability and Accountability. the NEP-2020 provides a ‘new’ and ‘forward-looking’ vision for India’s HES and its quality. The policy emphasizes on:

- Moving towards a more holistic undergraduate education;
- Enabling faculty and institutional autonomy;
- Revamping of curriculum, pedagogy, assessment and student support;
- Reaffirming the integrity of faculty positions and institutional leadership;
- Establishing a National Research Foundation (NRF);
- Enabling increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education;
- Moving towards a more multidisciplinary undergraduate education;
- Providing all infrastructure and learning materials accessible and available to learners with disabilities;
- Ensuring governance by independent boards with autonomy;
- Ensuring a substantial increase in public investment in education by both the Central government and all State Governments;
- Enforcing 'light but tight' regulation by a single regulator for higher education; and
- Moving towards a HES consisting of large, multidisciplinary universities and colleges.

Against this backdrop, the NEP-2020 proposes to revise and revamp all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st-century education. Given the requirements of the 21st century, university or college education must develop competent, well-rounded, and creative individuals. It must enable students to study one or more specialized areas of interest at a deeper level, and simultaneously build character, ethical and constitutional values, intellectual curiosity, and the spirit of service. Higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society and the nation. It must also
prepare students for more meaningful and satisfying lives and work roles and enable economic Independence. The NEP-2020 recognizes the need for large and multidisciplinary universities and colleges, to address the challenge of the fragmentation of higher education. Such a system will enable students to become well-rounded, ensure holistic growth, optimally develop both sides of their brains (artistic/creative and analytic), and induct flexibility and dynamism into their learning programmes. The system should help to evolve a robust culture of research and innovation in universities and colleges. The purpose of quality of higher education is more than just creating additional and significant opportunities for the employability and employment of individuals. It must ensure a more vibrant, socially engaged, and cooperative community and a happier, cohesive, cultured, productive, innovative, and prosperous nation.

The Government of Andhra Pradesh vide G.O. Rt.No.10. Dated: 20.01.2021 established Quality Assurance Cell in the AP State Council of Higher Education to promote quality standards in all the Higher Educational Institutions of the State and to extend qualitative support to all Universities and Colleges to make them ready for assessment and accreditation by NAAC, NBA and participation in NIRF, QS, and Times International Rankings.

The Government of Andhra Pradesh vide G.O. RT. No.13 Dated:02-02-21 making assessment and accreditation by NAAC, mandatory for all the Higher Educational Institutions offering conventional, technical and professional courses within three years.
The Quality Assurance Cell (QAC) has taken up the task of hand-holding all the HEIs for assessment and accreditation by NAAC and as one of the strategies is requesting all the HEIs to establish Internal Quality Assurance Cell (IQAC) in their respective institutions, irrespective of their being assessed by NAAC in the first cycle.

The IQAC of the HEIs shall take up the responsibility of getting their institution assessed and accredited by NAAC. The Director/Coordinator of IQAC has to take a proactive role in this regard. As a part of empowering the Director/Coordinator of IQAC, the QAC of the AP State Council of Higher Education is bringing out Manuals, Criteria-Wise and a Process Manual to guide the IQAC Director/Coordinator in the entire process of assessment and accreditation by NAAC.

The QAC of the AP State Council of Higher Education directs all the IQAC Director/Coordinators to acquaint themselves with step-by-step process involved in assessment and accreditation by NAAC.

**ASSESSMENT & ACCREDITATION BY NAAC – The Process**

A hallmark of Indian higher education in general and in the State of Andhra Pradesh in particular, in the 21st century, is the enormous diversity of its institutions, their missions, and the students they serve. Common across this diversity, however, is a widespread understanding that higher education represents both a public good and a private benefit.
According to this understanding, higher education fosters individual development and serves the broader needs of society and nation. Higher education has created the conditions for improving quality of life, solving problems, and enabling hope, which is essential to supporting economic prosperity and sustaining democracy in the State. Accreditation is committed to the application of standards of performance while affirming that high-quality education, irrespective of the different purposes of individual institutions, is in itself a contribution to the public good.

National Assessment and Accreditation Council has the mandate to access and accredit higher education institutions in the country. It further facilitates the enhancement of quality in teaching and research, stimulates the academic environment for attaining academic objectives. Further, in the process of assessment, institutions are encouraged to introspect into their functioning and evaluate themselves and promote accountability in higher education. Thus, it takes on a gamut of challenges in quality assurance in higher education.

Assessment and accreditation is an instrument to achieve total quality rather than a goal in itself. In fact, it is the beginning of the process of achieving ‘excellence in higher education. The assessment process involves the identification of strengths and weaknesses. As an outcome of the accreditation process, institutions are helped to enhance the potential strength factors, rectify deficiencies through appropriate interventions e.g. capacity building exercises in all the quality parameters by liaising with the public and private sector through policy measures and other developmental initiatives. As a result of the diagnosis of the
current quality status and the contributing factors, institutions can do the necessary interventions by

- Systematic efforts using all existing opportunities and resources.
- Capacity building and professional development.
- Participative management and networking.
- Evolving appropriate policy measures at the micro and macro level.

Accreditation has changed in form and substance as it has adapted to continuous social changes, increased global interdependence, and dramatic developments in information and communication technologies. The revisions in the Revised Assessment & Accreditation Framework (RAF) of National Assessment & Accreditation Council (NAAC) with Quantitative metrics and Qualitative metrics have occurred within the context of accreditation’s responsibility to assure the public that institutions act with integrity, yield high-quality educational outcomes, and are committed to continuous improvement. And the RAF of NAAC also represents a significant break from the past, updating the formula for the review process and yielding a more engaged and creative endeavor. When higher education embraced many important innovations like active and student-centered pedagogies, an explosion of educational technology, new roles for faculty, and new organizational forms, the Revised Accreditation Framework reflect these conditions. The RAF creates a set of standards and an institutional review process that puts teaching and learning at the center through the core commitment to educational effectiveness. Thus, accreditation seeks to establish standards and measurements of quality that ensure that students earn degrees in a timely
manner and that those degrees have demonstrable meaning and currency within the society at large. That meaning should also extend to graduates’ ability to be engaged citizens and to obtain productive employment.

**Core Values of Assessment & Accreditation of NAAC**

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 educational delivery, the increasing private participation in higher education and the impact of globalization, 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.

Furnished below are the core values of NAAC for the IQAC Director/Coordinator to imbibe and comprehend them, as the entire accreditation framework of NAAC is based on these core values…

1. Contributing to National Development
2. Fostering Global Competencies among Students
3. Inculcating a Value System among Students
4. Promoting the Use of Technology
5. Quest for Excellence

The IQAC Director/Coordinator shall start off with the ‘Quest for Excellence’ start with the assessment or even earlier, by making the IQAC a vibrant one in the higher education ecosystem of the HEI.
**ESTABLISHMENT OF INTERNAL QUALITY ASSURANCE CELL – THE FIRST STEP TOWARDS A&A**

NAAC advocates that every accredited institution needs to establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure. NAAC intends IQACs to be more developmental oriented focusing on continuous improvement. NAAC has prepared Guidelines for Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) for Accredited Institutions. The Executive committee of NAAC has decided that regular submission of AQARs is mandatory for the 2nd and subsequent cycles of accreditation.

The following are the pre-requisites for submission of LOI for all Higher Education Institutions (HEIs) opting for 2nd and subsequent cycles of A&A with effect from 16th September 2016:

- Having a functional IQAC.
- The minutes of the IQAC meeting and compliance with the decisions should be uploaded on the institutional website.
- Mandatory submission of AQARs on a regular basis for institutions undergoing the second and subsequent cycles of Assessment and Accreditation by NAAC.
- Upload the AQARs on the institutional website for access to all stakeholders.
However, the QAC of the AP State Council of Higher Education believes that the establishment of an Internal Quality Assurance Cell is the first step towards assessment and accreditation by NAAC and suggests that all HEIs shall establish IQAC irrespective of their being assessed by NAAC in the first cycle.
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 judgment 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 the number of questions, size of the report, visit days, and so on

- in introducing Pre-qualifier for peer team visit, as 25% of system generated score
- in introducing System Generated Scores (SGS) with a combination of online evaluation (about 70%) and peer judgment (about 30%)
- in introducing the element of third-party validation of data
- in revising several metrics to bring in enhanced participation of students and alumni in the assessment process.

QUALITY INDICATOR FRAMEWORK (QIF)

The criteria-based assessment forms the backbone of A&A process of NAAC and NAAC has identified seven criteria representing the hub of activities of an HEI. The seven Criteria to serve as the 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 distinguished as Qualitative and Quantitative Metrics that actually elicit responses from the HEIs.
THE ASSESSMENT PROCESS

The Process for assessment and accreditation broadly consists of:

1. Online submission of Institutional Information for Quality Assessment (IIQA) and Self-Study Report (SSR).
2. Data Validation and Verification (DVV) by NAAC.
3. Student Satisfaction Survey (SSS) by NAAC.
4. Peer Team Visit.
5. Institutional Grading.
THE MODIFIED KEY INDICATORS:

The key indicators are modified by NAAC with effect from 01.06.2022. The number of key indicators is reduced from 93 for UG colleges and 96 for UG & PG Colleges to 55 for both UG Colleges and UG & PG Colleges. The modified assessment criteria are presented in the following paragraphs.

In the modified Assessment criteria, a total of 34 key indicators are used for Universities and Autonomous colleges. For Affiliated /Constituent Colleges 32 key indicators covering the seven Criteria are used for assessment. The assessment is done using two kinds of Metrics: one, quantitative metrics and two, qualitative metrics. The ‘quantitative metrics’ are indicated as QnM; and the ‘qualitative metrics’ are indicated as QlM.

For the affiliated/ constituent colleges 34 quantitative metrics QnM; and 21 qualitative metrics QlM are used to elicit data and information from the colleges for assessment and accreditation.
## DISTRIBUTION OF METRICS AND KI’S ACROSS CRITERIA

<table>
<thead>
<tr>
<th>Type of HEIs</th>
<th>Universities</th>
<th>Autonomous Colleges</th>
<th>Affiliated/Constituent Colleges</th>
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<td>32</td>
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<td>Qualitative Metrics (QiM)</td>
<td>36</td>
<td>35</td>
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<tr>
<td>Quantitative Metrics (QnM)</td>
<td>79</td>
<td>72</td>
<td>34</td>
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<tr>
<td>Total Metrics (QiM + QnM)</td>
<td>115</td>
<td>107</td>
<td>55</td>
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Source: NAAC Manual
## DISTRIBUTION OF WEIGHTAGES ACROSS KEY INDICATORS (KI’s)

<table>
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<tr>
<th>Criteria</th>
<th>Key Indicators (KIs)</th>
<th>Affiliated/Constituent Colleges</th>
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<td><strong>1. Curricular Aspects</strong></td>
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<td>1.1 Curricular Planning and Implementation</td>
<td>20</td>
<td></td>
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<td>1.2 Academic Flexibility</td>
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<tr>
<td>1.3 Curriculum Enrichment</td>
<td>30</td>
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<tr>
<td>1.4 Feedback System</td>
<td>20</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>100</strong></td>
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<tr>
<td><strong>2. Teaching-Learning and Evaluation</strong></td>
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<td>2.1 Student Enrolment and Profile</td>
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<td>2.2 Student-Teacher Ratio</td>
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<td>2.3 Teaching-Learning Process</td>
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<td>2.4 Teacher Profile and Quality</td>
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<tr>
<td>2.5 Evaluation Process and Reforms</td>
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<td>2.6 Student Performance and Learning Outcomes</td>
<td>90</td>
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<td>2.7 Student satisfaction Survey</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>350</strong></td>
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<td>3.1 Resource Mobilization for Research</td>
<td>4.1 Physical Facilities</td>
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<td>3.2 Innovation Ecosystem</td>
<td>4.2 Library as a Learning Resource</td>
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<td>3.3 Research Publications and Awards</td>
<td>4.3 IT Infrastructure</td>
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<td>3.4 Extension Activities</td>
<td>4.4 Maintenance of Campus Infrastructure</td>
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<td>3.5 Collaboration</td>
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<tr>
<td><strong>Total</strong></td>
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### 7. Institutional Values and Best Practices

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<td>7.2 Best Practices</td>
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<td>7.3 Institutional Distinctiveness</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

**TOTAL SCORE** 1000

*Source: NAAC Manual*
REGISTRATION OF AN INSTITUTION FOR A & A BY NAAC

Affiliating/ Constituent colleges applying for Assessment and Accreditation (A&A) need to register first.

Affiliating/ Constituent colleges who have registered on or after July 5th, 2017 may log in using their credentials (Institutional Email id, Password). Others have to click on “New Registration” link and proceed as instructed.

For cycle 2/3/4 etc. even if the validity of the earlier Accreditation period has lapsed the institution needs to click yes for the question “Are you previously Accredited” and proceed as instructed.

In case “No” is clicked, the registration will reflect the Institution for Cycle 1 and at the IIQA stage, the application will get rejected.

On successful completion of Registration, an HEI portal is created which is specific to the registered Institution. For all future submissions, HEI may log in to that HEI portal only with the credentials (Institutional Email id, Password) which are received in HEI’s registered email id.

The institution shall submit all applications or send communications to NAAC only through that HEI portal.

In case the password is forgotten, there is a provision to get a new password through “Forgot Password” link.
For any queries regarding credentials, the IQAC Director/Coordinator shall contact NAAC helpdesk naachelpdesk@gmail.com. In all the communications, College Name, AISHE ID/ Track ID, have to be mentioned.

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

- Registration of Institution not Accredited by NAAC before (Cycle 1)
- HEI Fills Registration Form
- NAAC Verifies Approves Registration
- Institutions Access HEI Portal
- HEI Activation Of Login Credentials
- HEI Fills Accreditation Information
- Registration of Institution Accredited by NAAC before (Cycle 2 onwards)
- Information exchange and Submissions through HEI Portal
PROCEDURAL DETAILS

1. Higher Education Institutions (HEIs) which have a record of at least two batches of students who graduated or have been in existence for six years, whichever is earlier, are eligible to apply for the process of Assessment and Accreditation (A&A) of NAAC.

1.2 Universities (Central/State/Private/Deemed-to-be) and Institutions of National Importance
Provided the Institutions /Deemed-to-be Universities and their off-campuses if any, are approved by MHRD/UGC. NAAC will not consider the unapproved off-campuses for A&A.

Provided that these institutions have regular students enrolled for the full-time teaching and Research programmes offered on campus. 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. NAAC will not undertake accreditation of off-shore campuses

1.3 Autonomous colleges/Constituent Colleges/ Affiliated Colleges (affiliated to universities recognized by UGC as an affiliating University) The Colleges are to be affiliated with a university recognized by UGC for the purposes of affiliation. Constituent colleges of Private and Deemed-to-be Universities are considered as the constituent units.
of the University and thus will not be considered for A&A independently. Such constituent colleges need to come along with the University.

The colleges/institutions not affiliated with a University which are offering programmes recognized by Statutory Professional Regulatory Authorities (SRAs like UGC, AICTE, MCI, DCI, INC, AYUSH, PCI, RCI, BCI, and others) and have been recognized by the Association of Indian Universities (AIU) or other such Government agencies concerned, as equivalent to a degree programme of a University.

2. 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.

IIQA is a process that ascertains whether an institution is “accreditation ready" or not. Eligible HEIs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online. NAAC will communicate to the HEI’s about the acceptance/rejection within 10 days from the date of receipt of the IIQA application.

The IIQA applications are accepted around the year.

Institutions applying for second or for subsequent cycles need to submit IIQA, six months before the expiry of the accreditation status.
3. Basic Eligibility, Affiliation Compliance, Profile Information, Academic Information, Quality Information are the requirements for submitting the IIQA.

4. A Self Declaration shall also be given with the IIQA. The format for this is given as Annexure - 1

5. 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 the required fees.

6. After the acceptance of IIQA, the institution will be asked to fill the Self Study Report (SSR) with the required documentation to be uploaded in the portal of the 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 a 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 up to a 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.

7. The SSR has to be uploaded as per the format in the portal of NAAC. After submission of SSR on the 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 the institutional website.

8. 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.

9. HEIs are requested to go through the Standard Operating Procedure (SOP) available in Apply Online Tab on the NAAC website, before preparation of SSR.

10. As indicated earlier, the SSR comprises both Qualitative and Quantitative metrics. The Quantitative Metrics (QnM) add up to about 70% and the remaining about 30% are Qualitative Metrics (QlM).

11. The data submitted on Quantitative Metrics (QnM) will be subjected to a validation exercise with the help of the Data Validation and Verification (DVV) process done by NAAC. The responses to Qualitative Metrics (QlM) will be reviewed by the Peer-Team on-site only after the institution clears the Pre-qualifier stage.

12. Any Institution found to be providing wrong information/data during the 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.

13. **Pre-qualifier**: The Quantitative Metrics (QnM) 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

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report, the A&A process will proceed further as per the following conditions:

a) HEI whose Metrics are found to have 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 (QnM) 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.

14. 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 (QlM).
Assessment & Accreditation by NAAC – The Process

SSR Submission Process

Possible Withdrawal
(Feas forfeited
Re-submit lQA)

Bibliometric
Data Collection
from Infobinet

Select non-applicable
Metrics and
Submit SSR

Pay SSR First
Installment Fees Online

Fill SSR and
Upload Data Files
as per templates

Data capture through profile,
metric related questions,
upload supporting data as
per NAAC template.
Min 50% student data is
mandatory.

SSS Process

DVW Process

DVW, SSS, and infibinet
Data Collection are parallel
processes

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APSCHE MANUAL FOR QUALITY ENHANCEMENT AND NAAC ACCREDITATION
PRE-REQUISITES 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 a 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 an 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 the NAAC website available in an ‘Apply Online Tab’.
Assessment & Accreditation by NAAC – The Process

- 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 a hard copy to NAAC unless specified.
- Read the Manual completely including the Glossary / Notes and SOP available on NAAC Website. This will help in a 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 the portal. Wherever the requirement of current year data is mentioned, use the data of the last completed academic year.
**STUDENT SATISFACTION SURVEY (SSS)**

The Student Satisfaction Survey aims at assessing the ‘feel good’ feeling of the students. It is suggested that the IQAC of the College shall resort to a sample survey on formalized basis to capture the Students Satisfaction with reference to the quality of Teaching Learning Process being carried out in the College.

**STUDENT SATISFACTION SURVEY (SSS)** will be conducted simultaneously with DVV process.

a. Higher Education Institutions (HEIs) have to strictly upload data of at least 50% of currently enrolled students as per the data template format of the excel sheet given in the portal.

b. 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.
   - For colleges – (affiliation and Autonomous) responses should be received from at least 10% of the student population or 100, whichever is lesser.
   - For Universities – 10% of the student population or 500, whichever is lesser.

c. If the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation. SSS will be completed within one month after its initiation.

d. Database of all currently enrolled students need to be prepared and shared with NAAC along with the online submission of QIF with the following details:
   - Name/Class/Gender
   - Student Id Number/Adhar Id number
Student Satisfaction Survey Questionnaire

1. How much of the syllabus was covered in the class?
   - 85 to 100%
   - 70 to 84%
   - 55 to 69%
   - 30 to 54%
   - Below 30%

2. How well did the teachers prepare for the classes?
   - Thoroughly
   - Satisfactorily
   - Poorly
   - Indifferently
   - Won’t teach at all

3. How well were the teachers able to communicate?
   - Always effective
   - Sometimes effective
   - Just satisfactorily
   - Generally ineffective
   - Very poor communication

4. The teacher’s approach to teaching can best be described as
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor

5. Fairness of the internal evaluation process by the
teachers.

- Always fair
- Usually fair
- Sometimes unfair
- Usually unfair
- Unfair

6. Was your performance in assignments discussed with you?

- Every time
- Usually
- Occasionally/Sometimes
- Rarely
- Never

7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

- Regularly
- Often
- Sometimes
- Rarely
- Never

8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

- Significantly
- Very well
- Moderately
- Marginally
- Not at all

9. The institution provides multiple opportunities to learn and grow.

- Strongly Agree
- Agree
- Neutral
10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.
   - Every time
   - Usually
   - Occasionally/Sometimes
   - Rarely
   - Never

11. Your mentor does a necessary follow-up with an assigned task to you.
   - Every time
   - Usually
   - Occasionally/Sometimes
   - Rarely
   - I don’t have a mentor

12. The teachers illustrate the concepts through examples and applications.
   - Every time
   - Usually
   - Occasionally/Sometimes
   - Rarely
   - Never

13. The teachers identify your strengths and encourage you with providing right level of challenges.
   - Fully
   - Reasonably
   - Partially
   - Slightly
   - Unable to

14. Teachers are able to identify your weaknesses and help
you to overcome them.

- Every time
- Usually
- Occasionally/Sometimes
- Rarely
- Never

15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

16. The institute/teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

- To a great extent
- Moderate
- Somewhat
- Very little
- Not at all

17. Teachers encourage you to participate in extracurricular activities.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

18. Efforts are made by the institute/teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.
19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

- Above 90%
- 70 – 89%
- 50 – 69%
- 30 – 49%
- Below 29%

20. The overall quality of teaching-learning process in your institute is very good.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

These twenty questions are followed by three descriptive observations / suggestions by the students to improve the overall teaching – learning experience of the institution.
Assessment & Accreditation by NAAC – The Process

Student Satisfaction Survey Process

- Send Periodic Alerts to Students
- Send Survey Request to Remaining 70% Students or to all
- Compute Student Survey Metric Value
- Close the Survey for the HEI
  - In case of insufficient response
  - Send Survey with 30% Students over All Programs
  - Student Logins and Submit Survey Responses
  - Monitor Survey for 10% Response Out of 500 Colleges/Universities

APSIEH MANUAL FOR QUALITY ENHANCEMENT AND NAAC ACCREDITATION
MANDATORY DISCLOSURE ON HEI’s WEBSITE

The institutions need to add a link on the 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).

To ensure transparency in the process of Assessment and Accreditation, it is necessary for the Higher Educational Institution (HEI) to upload the SSR along with other relevant documents on the Institutional website. Thus, it is suggested to create a separate NAAC tab/link on Higher Educational Institution’s (HEI’s) website and upload the 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 that are uploaded along with SSR.
4) Accreditation outcome document viz., Certificate, Grade sheet, etc.

The Higher Educational Institutions (HEI’s) may suitably design their NAAC tab/link to accommodate all relevant documents.
SELF STUDY REPORT

The Self Study Report shall be submitted online through the HEI Portal. The Self Study Report consists of –

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

1. Executive Summary
The Executive Summary shall highlight the salient features of the Institution and shall not be more than 5000 words. The IQAC Coordinator/Director is advised that a draft shall be written without any word limit and then be edited to the word limit.

The Executive Summary shall contain an Introductory Note, Criterion wise Summary, SWOC and Conclusion. Introduction shall include the Genesis, Vision and Mission of the Institute and with a maximum word limit of 350, followed by the Criteria-wise Summary and Strengths, Weaknesses, Opportunities and Challenges (SWOC) Analysis. Finally Conclusion with aspects not covered earlier.

2. Profile of the Institution
Basic information about the institution shall be provided as per the Data Template provided by NAAC. Majority of the information will be pre filled from the IIQA, if any further changes then the HEI can modify from the information. Academic Information about the academic details of the institution and the Evaluative Report of the departments shall be provided.
3. Extended Profile
A few more details of the institution shall be provided as per the Data Template provided by NAAC.

4. Quality Indicator Framework (QIF)
It consists of the Qualitative Metrics and Quantitative Metrics. The Qualitative Metrics seek descriptive data and the word limit given by the NAAC shall have adhered. It is advisable to keep data according to the NAAC manual compiled beforehand. For the Quantitative Metrics (QnM) NAAC manual gives the formulae for calculating the weightage, it must be noted that these formulae are given merely to inform the HEIs about the manner in which data submitted will be used. But the actual online format seeks only data in specified manner which will be processed digitally.

**PEER TEAM VISIT**

Peer Team visit of the institution should not exceed three months after clearance of the Pre-qualifier stage. Based on the size and scope of academic offerings at the HEIs, the number of days and experts for onsite visits may vary from 2 to 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 (QlM). The teams would play an important role in reviewing the intangible aspects.

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. Henceforth, NAAC will directly take care of all the logistics.
Assessment & Accreditation by NAAC – The Process

regarding the Peer Teams visiting the institutions. All payments 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.

**INSTITUTIONAL GRADES AND ACCREDITATION STATUS**

<table>
<thead>
<tr>
<th>Range of Institutional Cumulative Grade</th>
<th>Letter Grade</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.51-4.00</td>
<td>A++</td>
<td>Accredited</td>
</tr>
<tr>
<td>3.26-3.50</td>
<td>A+</td>
<td>Accredited</td>
</tr>
<tr>
<td>3.01-3.25</td>
<td>A</td>
<td>Accredited</td>
</tr>
<tr>
<td>2.76-3.00</td>
<td>B++</td>
<td>Accredited</td>
</tr>
<tr>
<td>2.51-2.75</td>
<td>B+</td>
<td>Accredited</td>
</tr>
<tr>
<td>2.01-2.50</td>
<td>B</td>
<td>Accredited</td>
</tr>
<tr>
<td>1.51-2.00</td>
<td>C</td>
<td>Accredited</td>
</tr>
<tr>
<td>≤ 1.50</td>
<td>D</td>
<td>Not Accredited</td>
</tr>
</tbody>
</table>
INSTITUTIONAL PREPAREDNESS FOR NEP

The National Assessment and Accreditation Council has incorporated the implementation of NEP parameters/metrics in all types of manuals from 1\textsuperscript{st} December 2021. It is required to give a description in a maximum of 500 words highlighting the below-given aspects.

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

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

3. Skill development:
   a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with the National Skills Qualifications Framework
b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.

c) How the institution is providing Value-based education to inculcate positivity amongst the learner that includes the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.

d) Enlist the institution’s efforts to:
   i. Design a credit structure to ensure that all students take at least one vocational course before graduating.
   ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.
   iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners.
   iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.
   v. Skilling courses are planned to be offered to students through online and/or distance mode.

e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

   a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses.

   b) What are the institution’s plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.

   c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution.

   d) Describe the efforts of the institution to preserve and promote the following:

      i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)
      ii. Indian ancient traditional knowledge
      iii. Indian Arts
      iv. Indian Culture and traditions.

   e) Describe any good practice/s of the institution pertaining to the appropriate integration of the Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

5. Focus on Outcome based education (OBE):

   a) Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?
b) Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.

c) Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.

6. Distance education/online education:

a) Delineate the possibilities of offering vocational courses through ODL mode in the institution.

b) Describe the development and use of technological tools for teaching, learning activities. Provide the details about the institutional efforts towards blended learning.

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

**IN CONCLUSION…….**

Assessment plays a vital role in any institution’s educational framework. It is a multi-faceted way to measure the quality of education across many factors. These factors include course quality, program quality, student performance and teacher performance. All of these factors are interdependent and are impacted by the institution’s financial limitations, administration and region/locality. Routine assessments through assessment programs are essential in improving the education standards of the institution, thereby ensuring that institutional as well as individual goals can be attained by both teachers and students.

This manual on the Process of Assessment and Accreditation by NAAC shall be useful to the IQAC Director/Coordinator to spearhead their institution in getting to know the nuances of the Process of A&A.
Annexure – 1

(The following should be given on letterhead of the Institution)

**SELF-DECLARATION**

This is to declare that (Name of the College with address) is affiliated to the _________ University and / or recognized by the Statutory Regulatory Authority (SRA like UGC, AICTE, MCI, DCI, INC, AYUSH, PCI, RCI, BCI, and others) (if applicable) and the following programmes taught in the institution are listed here under.

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of the Programme leading to Degree</th>
<th>Year of introduction of Programme</th>
<th>Programme Duration</th>
<th>Current Affiliation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Details of the Programs not taught/closed by the institution
### Assessment & Accreditation by NAAC – The Process

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of the Programme</th>
<th>Duration for which program was offered From Year --To Year</th>
<th>Year of closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(II)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Signature:________________
Name of the Institution/Head of the Institution:_______________

- The letter should be in English. If the letter is in Regional Language an English translation Version may be enclosed.
- If the institution gives false information with respect to affiliation and any other information the Accreditation given by NAAC will be withdrawn and disciplinary action initiated.
(The following should be given on letterhead of the Institution)

Undertaking
(Universities / Colleges)

This is to declare that University / College
Address:…………………………………………………………
………………………. adheres to the provisions of
Statutory Regulatory Authorities (SRA- like UGC, AICTE, MCI, DCI, INC, AYUSH, PCI, RCI, BCI, and others) as applicable to the institution, and also undertakes to adhere to changes, if any, from time to time.

Further this is to declare and undertake that:
A. The institution has valid approval / University affiliation for all the programmes offered by the institution.
B. The institution has obtained necessary approval / permission / recognition from appropriate SRA as under law and is valid / applied for renewal as applicable.
C. The information / responses provided in IIQA online are genuine and valid.
D. At the time of submission of IIQA, it is certified that the institution is not debarred of made ineligible for further renewal of affiliation / recognition etc., by any competent authority / court of Law.
E. The students who have graduated from this Institution have been issued degree / PG certificate from the legally designated authorities.
F. No Government body has declared the institution as an illegal entity.
G. The institution undertakes to inform NAAC of any changes in the status indicated during / after submission of IIQA & thereof i.e., till the validation of the accreditation status bestowed upon them.

H. The IIQA has been prepared & submitted online from within the institution with an IP address of computer belonging to the Institution.

I. Acceptance of IIQA by NAAC is only provisional and the onus of adhering to eligibility norms lies with the Institution

J. Institutional website is fully functional.

In case information provided is found to be contrary to the fact, it shall result in cancellation of NAAC grading, along with initiation of legal action. *It will be the total responsibility of the Institution to substantiate claims made by the Institution in its application to the satisfaction of NAAC whenever called for.*

Date:

Name and Signature with seal of the Head of the Institution

**Note:** The above declaration will be displayed in the website of institution from the date of submission of IIQA till the accreditation by NAAC is valid.
ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(A Statutory Body of the Government of A.P.)

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