



## **Vision**

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

## **Mission**

- *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 of 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.*

## **Value Framework**

*To promote the following core values among the HEIs of the country :*

- *Contributing to National Development*
- *Fostering Global Competencies among Students*
- *Inculcating a Value System in Students*
- *Promoting the Use of Technology*
- *Quest for Excellence*

# **New Methodology of Assessment & Accreditation**

**(Effective from 1<sup>st</sup> April 2007)**



**राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद**  
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

An Autonomous Institution of the University Grants Commission  
P.O. Box No. 1075, Nagarbhavi, Bangalore - 560 072. INDIA

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**Published by :**

**The Director,**  
**National Assessment and Accreditation Council (NAAC)**  
P.B. No. 1075, Nagarbhavi, Bangalore - 560 072, India.

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**Printed by :**  
**Pentaplust Printers Private Limited**  
Bangalore - 560 044. Tel : 91-80-2310 9417

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*For Communication with NAAC*

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## **1. INTRODUCTION**

The National Assessment and Accreditation Council (NAAC), as an autonomous institution of the University Grants Commission (UGC), has been entrusted with the responsibility of Assessment and Accreditation of Colleges and Universities in India. Towards this, the NAAC has been engaged, in redesigning its on-going methodologies of Assessment and Accreditation, based on its own field experience, its shared knowledge with other International Quality Assurance Agencies and the quality imperatives in the changing context of world-wide higher education scenario. After several consultative meetings with academia and educational experts, feedback responses from various stakeholders and due approval by the competent Authorities of NAAC, a *New Methodology for Assessment and Accreditation of Higher Education Institutions* has been prepared by NAAC. This *New Methodology* will come into effect from 1<sup>st</sup> April 2007.

## **2. THE NEW METHODOLOGY**

The *New Methodology of Institutional Assessment and Accreditation* of NAAC, has been designed with a view to overcome some of the limitations of its earlier methodology, and to enhance its rigour, reliability and validity. Besides envisaging significant reduction in inter-team assessment variations, the *New Methodology*, which is user-friendly, is also expected to enable NAAC to conduct the assessment of large numbers of institutions effectively and in a short time.

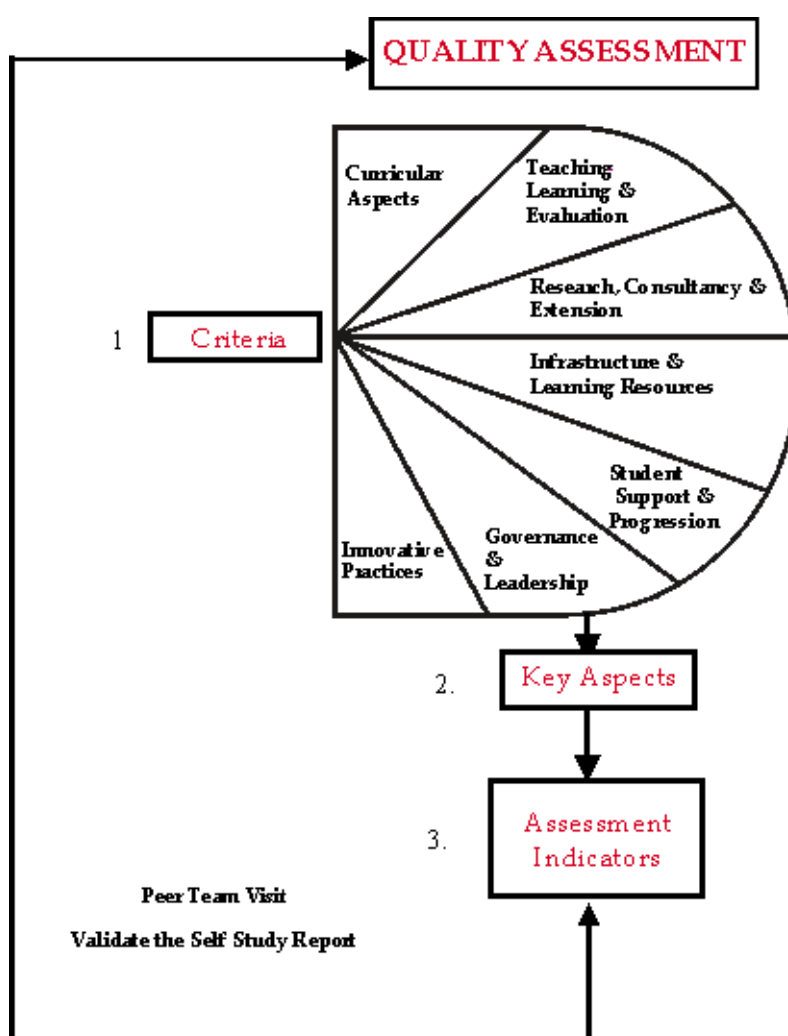
### **2.1 The New Assessment Instrument**

Considering the wide variations in quality levels of Affiliated/Constituent Colleges and their large numbers in the country, the Assessment Instrument has been redesigned to provide a two-step approach for such institutions. However, a single step approach will continue to be applicable to Universities, Autonomous Colleges and Colleges with Potential for Excellence, as before. The Assessment Instrument has also been fine-tuned for greater objectivity and validity, for a more effective assessment by the following processes:

- Identification of Key Aspects under each Criterion and appropriate Assessment Indicators under each Key Aspect;
- Provision of Key Aspect-wise differential weightages under each Criterion;

- Changing the Grading Pattern from the earlier 9- point scale to the new 3 letter grades, viz., “A, B and C” for accredited institutions and “D” for those which are not accredited.
- Shifting the institutional overall scoring pattern from the earlier percentages to the Cumulative Grade Point Average (CGPA) System on a 4-point scale.

The new Instrument has been designed to bring into operation the seven assessment Criteria into Criterion-wise Key Aspects. Each Key Aspect is further differentiated into Assessment Indicators, to be used as guidelines/ probes by assessors to capture the micro-level quality pointers. The Key Aspect-wise grade points yield Criterion-wise grades, by making use of Key-Aspect-wise and Criterion-wise weightages. This can lead to a more accurate measurement of the quality of an institution. The process is shown in the flow chart:



## 2.2 Assessment & Accreditation of Affiliated and Constituent Colleges

In order to cater to the large numbers of institutions in this category and the widely varying quality levels of such institutions which are seeking Assessment and Accreditation for the first time, NAAC has now introduced a two-step process for these institutions, as explained below:

### 2.2.1 The First-Step: ‘Institutional Eligibility for Quality Assessment’ (IEQA)

In the first step, “*Institutional Eligibility for Quality Assessment*” (IEQA) is required to be obtained by an applicant institution at the beginning, while it is still in the planning stage for assessment. The benefits of this step for an applicant institution are:

- To get recognized as eligible to apply for the second step- Comprehensive Assessment and Accreditation process;
- To get feedback from NAAC if it does not qualify in the first step, about specific improvements to be made for reaching the required quality level;
- To receive assistance and suitable mentoring from NAAC in the latter case, for enabling it to qualify for IEQA in due course of time.

### 2.2.2 The Methodology for First-Step

This Instrument consists of a *Format* to be filled by the applicant institution giving its organizational profile and providing specific quantitative information about the institution, relating to its performance requirements. The analysis of this *Format* will be used for determining its “*IEQA* status” or otherwise. Appropriate essential attributes are included in this *Format* which, will be evaluated using a predetermined scoring guideline. There are 10 probes included therein, which are expected to elicit ‘Yes’ or ‘No’ type of responses and also another 15 probes, which will elicit quantitative information about the applicant institution. (Annexure-4)

As the Instrument is expected to be administered on-line, once a filled-in *Format* is received by NAAC, the responses given therein are subjected to computer analysis based on a set of predetermined scoring guidelines, and the scores obtained by the applicant institution are

presented to the appropriate Committee of NAAC for deciding on its eligibility for the next step, i.e., Comprehensive Assessment and Accreditation by NAAC. Only those institutions which satisfy the minimum requirements of quality as set by NAAC through the minimum scores obtained at this stage, are given the *IEQA* status for undergoing the second step, which is more rigorous. It is expected that an applicant institution getting the *IEQA* status has to demonstrate basic compliance with the minimum requirements necessary for the teaching-learning processes, to achieve the educational outcome. This means that the institution should have adequate human, financial and physical resources put in place and the potential to attain its goals.

### **2.2.3 Procedure for Seeking IEQA Status**

- Submit a Letter of Intent (LOI) to NAAC, on-line, as per Format (Annexure-1);
- Fill-in and submit the *Format* for seeking *IEQA* status, on line (Annexure- 4);
- Remit a non-refundable Bank Draft of Rs. 2,000/- (Rupees Two thousand only) as application fee, payable to NAAC at Bangalore, along with the Formats;
- Await declaration/ intimation on your "IEQA status" or otherwise from NAAC, normally within two months of your application;
- Put yourself in communication with NAAC for any further clarifications.

### **2.2.4 Declaration of "IEQA Status"**

Once the applicant institutions have gone through the first step process as above, NAAC shall declare the status of the institution as follows:

1. — Institution has earned the '*Institutional Eligibility for Quality Assessment (IEQA)*' status of NAAC. A self-study report (SSR) may be prepared as per the specific NAAC Assessment and Accreditation Manual applicable to Affiliated/Constituent Colleges and submitted to NAAC, within six months from this Declaration.

**OR**

2. — Institution has not earned the '*Institutional Eligibility for Quality Assessment (IEQA)*' status of NAAC. The suggestions for improvement made by the NAAC Committee, are enclosed along with this Declaration. Should you desire to seek guidance from NAAC for improving your quality parameters, you may approach your Regional Coordinator at NAAC. An institution will normally be eligible to seek the IEQA status again, only after one year from the date of this Declaration.

### **2.2.5 The Second-Step: Assessment and Accreditation of Affiliated/ Constituent Colleges**

This second step - Assessment and Accreditation is similar to the Assessment and Accreditation methodology as practiced by NAAC hitherto. It is common to both, Affiliated Colleges and Constituent Colleges, (which have earned the *IEQA status* through the first step process), as well as Universities, Autonomous Colleges and institutions recognized by the UGC as Colleges with Potential for Excellence (CPEs), seeking Assessment and Accreditation by NAAC for the first time. Each category of these institutions shall prepare their appropriate documents for Assessment and Accreditation, by following the institution - specific NAAC Manuals.

### **2.3 Assessment and Accreditation of Universities, Autonomous Colleges and Colleges with Potential for Excellence**

The procedure for Assessment and Accreditation of these institutions shall be the same as the second step - Assessment and Accreditation applicable to Affiliated and Constituent Colleges, as given above.

## 2.4 Criteria, Key Aspects and Weightages

The *New Methodology* has some differences from its earlier version followed in the past. The modifications are in the nomenclature of the VI and VII Criteria and the differential weightages for some Criteria as detailed in the Table given below:

Criteria		University	Autonomous College	Affiliated/ Constituent College
I	<b>Curricular Aspects</b>	150 (15%)	100 (10%)	50 (5%)
II	<b>Teaching-Learning and Evaluation</b>	250 (25%)	350 (35%)	450 (45%)
III	<b>Research, Consultancy and Extension</b>	200 (20%)	150 (15%)	100 (10%)
IV	<b>Infrastructure and Learning Resources</b>	100 (10%)	100 (10%)	100 (10%)
V	<b>Student Support and Progression</b>	100 (10%)	100 (10%)	100 (10%)
VI	<b>Governance and Leadership</b>	150 (15%)	150 (15%)	150 (15%)
VII	<b>Innovative Practices</b>	50 (5%)	50 (5%)	50 (5%)
	<b>Total Score</b>	<b>1000</b>	<b>1000</b>	<b>1000</b>

The Key Aspects and the Key Aspect-wise differential Weightages under each Criterion are also specified in this New Methodology as detailed in the following Table:

Criteria	Key Aspects	University	Autonomous College	Affiliated/ Constituent College
		Weightages		
1. Curricular Aspects	1.1 Curricular design and development	90	50	10
	1.2 Academic flexibility	30	20	15
	1.3 Feedback on curriculum	10	10	10
	1.4 Curriculum update	10	10	05
	1.5 Best practices in curricular aspects	10	10	10
	<b>Total</b>	<b>150</b>	<b>100</b>	<b>50</b>
2. Teaching-Learning and Evaluation	2.1 Admission process and student profile	20	30	30
	2.2 Catering to diverse needs	20	35	45
	2.3 Teaching-learning process	90	170	270
	2.4 Teacher quality	60	65	65
	2.5 Evaluation process and Reforms	50	40	30
	2.6 Best practices in teaching, learning and evaluation	10	10	10
	<b>Total</b>	<b>250</b>	<b>350</b>	<b>450</b>

3. Research, Consultancy and Extension	3.1 Promotion of research	40	30	15
	3.2 Research and publication output	90	50	25
	3.3 Consultancy	20	10	05
	3.4 Extension activities	30	40	40
	3.5 Collaborations	10	10	05
	3.6 Best practices in research, consultancy & extension	10	10	10
	<b>Total</b>	<b>200</b>	<b>150</b>	<b>100</b>
4. Infrastructure and Learning Resources	4.1 Physical facilities for learning	20	20	20
	4.2 Maintenance of infrastructure	10	10	10
	4.3 Library as a learning resource	35	35	35
	4.4 ICT as learning resources	15	15	15
	4.5 Other facilities	10	10	10
	4.6 Best practices in the development of Infrastructure and learning resources	10	10	10
	<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>
5. Student Support and Progression	5. 1 Student progression	30	30	30
	5. 2 Student support	30	30	30
	5. 3 Student activities	30	30	30
	5. 4 Best practices in student support and progression	10	10	10
	<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

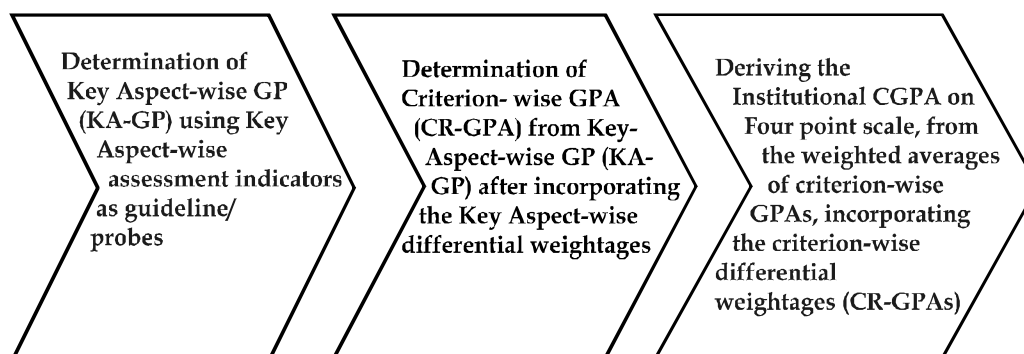
<b>6. Governance and Leadership</b>	6.1 Institutional vision and leadership	15	15	15
	6.2 Organizational arrangements	20	20	20
	6.3 Strategy development and deployment	30	30	30
	6.4 Human resource management	40	40	40
	6.5 Financial management and resource mobilization	35	35	35
	6.6 Best practices in governance and leadership	10	10	10
	<b>Total</b>	<b>150</b>	<b>150</b>	<b>150</b>
<b>7. Innovative Practices</b>	7.1 Internal quality assurance system	20	20	20
	7.2 Inclusive practices	15	15	15
	7.3 Stakeholder relationships	15	15	15
	<b>Total</b>	<b>50</b>	<b>50</b>	<b>50</b>
<b>TOTAL SCORE</b>		<b>1000</b>	<b>1000</b>	<b>1000</b>

## 2.5 Assessment Indicators

Under each Criterion and each Key Aspect, a number of Assessment Indicators have been identified, which may be used as guidelines/ probes by the Peer Teams, during their visit to the Institution, to arrive at Key Aspect-wise Grade Points (KA-GPs) and Criterion-wise Grade Point Averages (CR-GPAs).

## 2.6 The New Grading System

In the *New Methodology*, the institutions will be graded for each Key Aspect under four categories, viz. A, B, C and D, denoting *Very Good*, *Good*, *Satisfactory* and *Unsatisfactory* levels respectively. The summated score for all the Key Aspects under a Criterion is then calculated with the appropriate weightage applied to it and the GPA is worked out for the Criterion. The Cumulative GPA (CGPA), which gives the final Assessment Outcome, is then calculated from the seven GPAs pertaining to the seven Criteria, after applying the prescribed weightage to each Criterion. This can be seen clearly in the serial methodology depicted below:



**Serial methodology for arriving at the Institutional Cumulative Grade Point Average**

At the end, each applicant institution will be awarded a *Letter Grade* to represent its quality level, along with its *Performance Descriptor* and Accreditation Status, based on the CGPA earned by it through the assessment process, as per the following Table:

Cumulative Grade Point Average(Range)	Letter Grade	Performance Descriptor	Interpretation of the Descriptor
3.01 - 4.00	A	Very Good (Accredited)	High level of academic accomplishment as expected of an institution
2.01 - 3.00	B	Good (Accredited)	Level of academic accomplishment above the minimum level expected of an institution
1.51 - 2.00	C	Satisfactory (Accredited)	Minimum level of academic accomplishment expected of an institution
≤ 1.50	D	Unsatisfactory (Not Accredited)	Level of academic accomplishment below the minimum level expected of an institution.

**Note:**

1. To declare an institution accredited as “Very Good”, the institution should have a minimum CGPA of 3.01, and fall in the CGPA range of 3.01-4.00;
2. To declare an institution accredited as “Good”, the institution should have a minimum CGPA of 2.01, and fall in the CGPA range of 2.01-3.00;
3. To declare an institution accredited as “Satisfactory”, the institution should have a minimum CGPA of 1.51 and fall in the CGPA range of 1.51-2.00;
4. Any institution that secures a CGPA of  $\leq 1.50$  shall not be accredited (D: Unsatisfactory).

### **Advantages of the CGPA System**

- Letter grades converted to Numerical Grade Points (overall score in Cumulative Grade Point Average);
- Qualitative measurements converted to grade points;
- Wider scope for normalizing the scores;
- Extreme biases (if any) would be minimized;
- A one-point difference between two letter grades, with 100 points assigned between two successive letter grades results in appreciable fine-tuning of the process;
- Relative evaluation would be more exact, due to reductions in variations and standard deviations;
- Inter-Peer Team variations would be substantially reduced;
- There will be less scope for adjustment at any stage, and therefore Judgment of the Peer Team would be more accurate.

### **3. WHICH INSTITUTIONS CAN BE ASSESSED AND ACCREDITED?**

The following institutions can be considered for Assessment and Accreditation by NAAC:

1. Universities recognized under Sections 2f, 2f and 12 B, or established under Section-3 of the UGC Act, 1956, which have completed 5 years since establishment or with a record of at least 2 batches of students having completed their degree programmes, whichever is earlier (hereinafter referred to as '*Recognized Universities*'). For purposes of Assessment and Accreditation of Universities, their Schools, Departments, Centres and Units shall be taken as the components.
2. If any University under Section 2f or 3 of the UGC Act, 1956 has not completed 5 years of establishment, but has Affiliated/ Constituent Colleges under its jurisdiction, which on their own standing have completed 5 years since establishment, then, such Colleges shall be eligible for Assessment and Accreditation by NAAC, on their own independent standing i.e. the College alone and not the University to which it is affiliated, shall be eligible for

Assessment and Accreditation. Similarly, if a hitherto Affiliated/ Constituent/ Autonomous College of long- standing gets recognition as a 'University' under Section-3 of the UGC Act 1956. then, the College alone shall be eligible for assessment.

3. Colleges/ Institutions/ Autonomous Colleges, affiliated to a 'Recognized University', and Constituent Colleges coming under the jurisdiction of 'Recognized Universities' (as defined in 1 above) and which have completed 5 years since their establishment or with a record of at least 2 batches of students having completed their degree programmes, whichever is earlier (hereinafter referred to as 'Recognized Colleges', 'Recognized Autonomous Colleges' and 'Recognized Constituent Colleges' respectively).
4. Institutions coming under the jurisdiction of Professional Regulatory Councils and their Accreditation Bodies can be considered for Assessment and Accreditation by NAAC, if such Councils desire to enter into appropriate MoUs with NAAC for their Assessment and Accreditation requirements. The process/ methodology/ modus operandi in these cases, shall be as per the provisions of the said MoU. At present, NAAC has an MoU with National Council for Teacher Education (NCTE) for purposes of Assessment and Accreditation of Teacher Education Institutions.
5. Any other Institutions/ Units (including cross-border and trans-national Indian/Foreign Institutions) may also be taken up for Assessment and Accreditation by NAAC, if directed by the UGC and/ or the Ministry of Human Resources Development (MHRD), Government of India.

## **4. THE PROCESS OF INSTITUTIONAL ASSESSMENT AND ACCREDITATION**

### **4.1 Letter of Intent**

An intending higher education institution falling under one or the other categories, as above should first submit its Letter of Intent (LOI) (See Annexures1-3, for the appropriate format) to NAAC. Depending upon the type of institution, either the two-step process for Assessment and Accreditation (for Affiliated and Constituent Colleges) or the one-step process for Assessment and Accreditation (for Universities, Autonomous Colleges and Colleges with Potential for Excellence) shall be applicable.

## **4.2 Preparation and Submission of Institutional Self-Study Report (SSR)**

The intending Universities, Autonomous Colleges and Colleges with Potential for Excellence and Affiliated /Constituent Colleges (which have earned their IEQA status) are required to prepare their institutional Self-study Reports (SSRs) by following the appropriate NAAC Manuals and submit the same to NAAC. The first part of SSR deals with the institutional data whereas; the second part deals with the evaluative report with reference to the probes, under each criterion-wise key aspect. Based on the completeness of the SSR submitted, NAAC prepares the Peer Team Document and arranges the Peer Team visit to the concerned institution.

## **4.3 Peer Team Visit**

A properly constituted Peer Team is deputed by NAAC for on-site visit to the institution, for validating the claims made by the institution in its SSR, through the various Peer Team strategies and after collecting relevant documentary evidences.

## **4.4 Assessment Outcome**

### **4.4.1 Peer Team Report**

On completion of the on-site visit, the Peer Team prepares an objective report termed as, Peer Team Report (PTR), highlighting its evaluative judgements, mostly using key-words.

### **4.4.2 Institutional Grading**

The final Cumulative Grade Point Average for the quality level of the institution (the institutional CGPA), along with letter grades and corresponding performance descriptors, constitute the certification on the institutional accreditation by NAAC. Each cycle of accreditation is valid for a period of 5 years.

## **4.5 Appeals**

### **4.5.1 Grievance Redressal Committee**

There is a Committee established at NAAC, which looks after the grievances of institutions about the Peer Team visit and the accreditation status given to them. Aggrieved institutions may approach NAAC, if they have any grievances in the Assessment and Accreditation process conducted and its result.

#### **4.5.2 Re-assessment**

There is an option available for the accredited institution to seek re-assessment for accreditation, if required, after one year of its 5 year accreditation period. The *New Methodology* of Assessment and Accreditation is also applicable for such cases.

#### **4.6 Re-accreditation**

After the completion of a five-year tenure of accreditation, an institution may seek re-accreditation by NAAC. The re-accreditation procedure is also based on predetermined criteria for assessment and includes the submission of SSR by an institution, Peer Team visit for validation and final decision by NAAC. The framework for re-accreditation essentially involves processes, which take into account the impact of first assessment. The *New Methodology* of Assessment and Accreditation is also applicable for re-accreditation.



# **ANNEXURES**

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**NAAC**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

An Autonomous Institution of the University Grants Commission

**Annexure 1 : LETTER OF INTENT - AFFILIATED / CONSTITUENT COLLEGE**

1. We would like to opt for	<input checked="" type="checkbox"/> Assessment <input type="checkbox"/> Re-Assessment <input type="checkbox"/> Re-Accreditation
2. Name of Institution	
3. Name of the Head of the Institution	<input type="text"/> Designation : <input type="text"/>
4. Contact Details	Address: <input type="text"/> City: <input type="text"/> Pin: <input type="text"/> State/UT <input type="text"/> Tel: <input type="text"/> Fax: <input type="text"/> Email: <input type="text"/> Website: <input type="text"/>
5. Date of Establishment	(DD/MM/YYYY) <input type="text"/>
6a. Date of Recognition by UGC under section 2(f)	(DD/MM/YYYY) <input type="text"/>
6b. Date of Recognition by UGC under section 12B	(DD/MM/YYYY) <input type="text"/>
6c. College with Potential for Excellence	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

6d. Recognised under any other (please specify)	<input type="text"/>
7. University to which the College is Affiliated	<input type="text"/>
8. Nature of Funding	<input type="checkbox"/> Govt Funded <input type="checkbox"/> Grant In Aid <input type="checkbox"/> Private/Self Financing
9. Faculties	<input type="checkbox"/> Arts <input type="checkbox"/> Commerce <input type="checkbox"/> Science <input type="checkbox"/> Education <input type="checkbox"/> Medical Sci. <input type="checkbox"/> Engineering and Tech. <input type="checkbox"/> Management <input type="checkbox"/> Distance Edu. <input type="checkbox"/> Any other: <input type="text"/>
10. Total Number of (Numbers only)	Teaching Staff: <input type="text"/> Students: <input type="text"/> Non-Teaching Staff: <input type="text"/>
11. Programmes offered (Numbers only)	UG: <input type="text"/> PG: <input type="text"/> Research: <input type="text"/> Others: <input type="text"/>
12. Date of accreditation (applicable for Re-Assessment/ Re-Accreditation only)	(DD/MM/YYYY) <input type="text"/>
13. Date of establishment of IQAC	(DD/MM/YYYY) <input type="text"/>



**NAAC**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

An Autonomous Institution of the University Grants Commission

**Annexure 2 : LETTER OF INTENT - UNIVERSITY**

1. We would like to opt for	<input checked="" type="checkbox"/> Assessment <input type="checkbox"/> Re-Assessment <input type="checkbox"/> Re-Accreditation
2. Name of Institution	
3. Name of the Head of the Institution	<input type="text"/> Designation : <input type="text"/>
4. Contact Details	Address: <input type="text"/> <input type="text"/> City: <input type="text"/> Pin: <input type="text"/> State/UT <input type="text"/> Tel: <input type="text"/> Fax: <input type="text"/> Email: <input type="text"/> Website: <input type="text"/>
5. Date of Establishment	(DD/MM/YYYY) <input type="text"/>
6a. Date of Recognition by UGC under section 2(f)	(DD/MM/YYYY) <input type="text"/>
6b. Date of Recognition by UGC under section 12B	(DD/MM/YYYY) <input type="text"/>
6c. University with Potential for Excellence	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

6d. Recognised under any other (please specify)	<input type="text"/>
7. Nature of Institution	<input type="checkbox"/> Central University <input type="checkbox"/> State University <input type="checkbox"/> Institution of National Importance <input type="checkbox"/> Private University <input type="checkbox"/> University Established under section 3 Any other <input type="text"/>
8. Faculties	<input type="checkbox"/> Arts <input type="checkbox"/> Commerce <input type="checkbox"/> Science <input type="checkbox"/> Education <input type="checkbox"/> Medical Sci. <input type="checkbox"/> Engineering and Tech. <input type="checkbox"/> Management <input type="checkbox"/> Distance Edu. <input type="checkbox"/> Any other: <input type="text"/>
9. Total Number of (Numbers only)	Teaching Staff: <input type="text"/> Students: <input type="text"/> Non-Teaching Staff: <input type="text"/>
10. Programmes offered (Numbers only)	UG: <input type="text"/> PG: <input type="text"/> Research: <input type="text"/> Others: <input type="text"/>
11. Date of accreditation (applicable for Re-Assessment/ Re-Accreditation only)	(DD/MM/YYYY) <input type="text"/>
12. Date of establishment of IQAC	(DD/MM/YYYY) <input type="text"/>



**NAAC**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

An Autonomous Institution of the University Grants Commission

**Annexure 3 : LETTER OF INTENT - AUTONOMOUS COLLEGE**

1. We would like to opt for	<input checked="" type="checkbox"/> Assessment <input type="checkbox"/> Re-Assessment <input type="checkbox"/> Re-Accreditation
2. Name of Institution	
3. Name of the Head of the Institution	<input type="text"/> Designation : <input type="text"/>
4. Contact Details	Address: <input type="text"/> City: <input type="text"/> Pin: <input type="text"/> State/UT <input type="text"/> Tel: <input type="text"/> Fax: <input type="text"/> Email: <input type="text"/> Website: <input type="text"/>
5. Date of Establishment	(DD/MM/YYYY) <input type="text"/>
6a. Date of Recognition by UGC under section 2(f)	(DD/MM/YYYY) <input type="text"/>
6b. Date of Recognition by UGC under section 12B	(DD/MM/YYYY) <input type="text"/>
6c. College with Potential for Excellence	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

6d. Recognised under any other (please specify)	<input type="text"/>
7. University to which the College is Affiliated	<input type="text"/>
8. Nature of Funding	<input type="checkbox"/> Govt Funded <input type="checkbox"/> Grant In Aid <input type="checkbox"/> Private/Self Financing
9. Faculties	<input type="checkbox"/> Arts <input type="checkbox"/> Commerce <input type="checkbox"/> Science <input type="checkbox"/> Education <input type="checkbox"/> Medical Sci. <input type="checkbox"/> Engineering and Tech. <input type="checkbox"/> Management <input type="checkbox"/> Distance Edu. <input type="checkbox"/> Any other: <input type="text"/>
10. Total Number of (Numbers only)	Teaching Staff: <input type="text"/> Students: <input type="text"/> Non-Teaching Staff: <input type="text"/>
11. Programmes offered (Numbers only)	UG: <input type="text"/> PG: <input type="text"/> Research: <input type="text"/> Others: <input type="text"/>
12. Date of accreditation (applicable for Re-Assessment/ Re-Accreditation only)	(DD/MM/YYYY) <input type="text"/>
13. Date of establishment of IQAC	(DD/MM/YYYY) <input type="text"/>







**1.15 Total number of students**

	UG		PG		M. Phil./ Ph.D.		Value added courses (Certificate/ Diploma)	
	Male	Female	Male	Female	Male	Female	Male	Female
General								
SC/ST								
OBC								
<b>Total</b>								
<b>GRAND TOTAL</b>								

**1.16 Number of teaching, technical and administrative staff**

	Permanent		Temporary		Total	
	Male	Female	Male	Female	Male	Female
a) Total no. of teachers						
b) Teachers with Ph.D. or equivalent as the highest qualification						
c) Teachers with PG or equivalent as the highest qualification						
d) Teachers with other specific eligible qualification (specify)						
e) Technical staff						
f) Administrative staff						
g) Support staff						

**1.17 Library holdings**

No. of titles of Books	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
No. of Journals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
No. of E-resources	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**1.18 Unit Cost of Education**

(a) Unit cost = total annual expenditure budget (actuals) divided by number of students enrolled

(b) Unit cost calculated excluding salary component

**1.19 Mention five academic milestones of the institution**

(Institutions are required to highlight chronologically in bullet form, the achievements of the institution or Progress made by the institution)

- 
- 
- 
- 
-

## Section 2: Institutional data

1. The Institution has in place a structured internal quality assurance system for ensuring continuous quality monitoring/ improvement Yes  No
2. Library has reading room facilities for students and faculty Yes  No
3. Institution has a mechanism for seeking regular feedback from students regarding the teaching-learning processes Yes  No
4. Basic computer literacy is ensured for all students Yes  No
5. Institution provides financial aid to at least 5% of the general students (excluding the scholarship to SC/ ST students) Yes  No
6. The institution has a mechanism for counseling students Yes  No
7. An annual academic calendar is prepared and implemented by the institution Yes  No
8. The institution has a mechanism for addressing grievances of students Yes  No
9. The institution has provision for promoting 'in house' research activities Yes  No
10. Internet facility is available in the institution Yes  No
11. Percentage of teachers using audio-visual aids, including computer-aided teaching  

<10%	<input type="checkbox"/>
11-20%	<input type="checkbox"/>
>20%	<input type="checkbox"/>

12. Average number of extension activities organized by the institution (Average of last two years)

<2

2-5

>5

13. Percentage utilization of annual allocated funds (Average of last two years)

<50 %

50- 75

>75 %

14. Percentage maintenance expenditure of the total annual budget on infrastructure (Average of last two years)

<2%

3-4%

>4%

15. The average pass percentage of graduating students (Average of last two years)

<40%

40-50%

>50%

16. Computer: students ratio

>1: 60

1: (30-60)

<1: 30

17. Percentage of faculty benefited from other staff development programmes (Average of last two years)

<5%

6-10%

>10%

18. Percentage of teachers with Ph.D. qualification

<5%

6-20%

>20%

19. Students: Teacher ratio

>50:1

30-50:1

<30:1

20. Percentage of faculty positions filled against sanctioned posts

<60%

60-80%

>80%

21. Number of add-on courses conducted by the institution

Nil

1-2

>2

22. Number of awards received by students in sports and cultural activities (Average of last two years)

None

State/ University level

National/ International

23. Number of research projects (completed or on going) with the faculty (Average of last two years)

Nil

1-2

>2

24. Number of academic seminars/conferences / workshops that the institution has organized. (Average of last two years)

Nil

1-2

>2

25. Academic linkages/collaborations the institution has established (Average of last two years)

None

1-2

> 2

### **Certification by the Head of the Institution**

I as the Head of the institution certify that the information provided above is true to the best of my knowledge.

I also certify that my institution has complied with all the norms stipulated from time to time, by the UGC/ State Govt. and affiliating University.

Place:

Date: