

## **PREFACE**

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

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

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

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

**December, 2019**  
**Bengaluru**

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

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## **Focus of Assessment**

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

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

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

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

## **I. QUALITY INDICATOR FRAMEWORK (QIF) - DESCRIPTION**

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

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

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

## **Criterion I: - Curricular Aspects**

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

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

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

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### **KEY INDICATORS**

1.1\*(U) -Curriculum Design and Development

1.1\*(A) - Curriculum Planning and Implementation

1.2 Academic Flexibility

1.3 Curriculum Enrichment

1.4 Feedback System

\*(U) - applicable only for Universities and Autonomous Colleges

\*(A) - applicable only for the Affiliated/Constituent Colleges

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## **1.1 \*(U) Curriculum Design and Development**

One of the significant responsibilities of Universities and Autonomous Colleges is Curriculum Design and Development and thus are expected to have processes, systems and structures in place to shoulder this responsibility. Curriculum Design and Development is a complex process of developing appropriate need-based inputs in consultation with expert groups, based on the feedback from stakeholders. This results in the development of relevant programmes with flexibility to suit the professional and personal needs of the students and realization of core values. The Key Indicator (KI) also considers the good practices of the institution in initiating a range of programme options and courses that are relevant to the local needs and in tune with the emerging national and global trends.

Curriculum evolved by the University/Autonomous College comprises Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs), the substantive outlines of courses in every discipline (syllabus), organizational details of implementation as well as assessment of student performance and thereby attainment of PSOs and COs. The quality element is reflected in the efforts to revise, update, include emerging concerns etc., the University/Autonomous College makes in this regard. The Curriculum designed by University/Autonomous College may also focus on employability, entrepreneurship and skill development. The POs, PSOs, COs could be uploaded on Institutional website.

## **1.1 \*(A) Curricular Planning and Implementation**

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

## **1.2 Academic Flexibility**

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

### 1.3 Curriculum Enrichment

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

### 1.4 Feedback System

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs.

A HEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also analysing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

## Criterion II: - Teaching Learning and Evaluation

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

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

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#### KEY INDICATORS

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

## V. THE ASSESSMENT PROCESS

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

The assessment process will be carried out in three stages. As stated earlier, it will comprise three main components, viz., Self Study Report (SSR), Student Satisfaction Survey and the Peer Team Report. The SSR has a total of 115 Metrics for Universities, 107 Metrics for Autonomous, 93 & 96 Metrics for UG & PG Affiliated/Constituent Colleges respectively, covering the seven Criteria described earlier. The SSR has two kinds of Metrics: one, those requiring quantifiable facts and figures as data which have been indicated as ‘*quantitative metrics*’ (Q<sub>n</sub>M); and two, those metrics requiring descriptive responses and are accordingly named ‘*qualitative metrics*’ (Q<sub>l</sub>M). Table 1 depicts the distribution of Key Indicators (KIs) and Metrics across them.

**Table 1: Distribution of Metrics and KIs across Criteria**

Type of HEIs	Universities	Autonomous Colleges	Affiliated/Constituent Colleges	
			UG	PG
Criteria	7	7	7	7
Key Indicators (KIs)	34	34	31	32
Qualitative Metrics (Q <sub>l</sub> M)	36	35	35	36
Quantitative Metrics (Q <sub>n</sub> M)	79	72	58	60
<b>Total Metrics (Q<sub>l</sub>M + Q<sub>n</sub>M)</b>	<b>115</b>	<b>107</b>	<b>93</b>	<b>96</b>

**Table 2** gives the details of weightage given to the various Key Indicators and Criteria. In view of the variations in the institutional emphasis on the KIs among the three categories of HEIs, weightages have been appropriately demarcated. Each metric is designated a weightage which is indicated elsewhere in this Manual.

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

Criteria	Key Indicators (KIs)	Universities	Autonomous Colleges	Affiliated/Cons tituent Colleges	
				UG	PG
<b>1. Curricular Aspects</b>	1.1 *(U)Curriculum Design and Development	50	50	NA	NA
	1.1. *(A) Curricular Planning and Implementation	NA	NA	20	20
	1.2 Academic Flexibility	50	40	30	30
	1.3 Curriculum Enrichment	30	40	30	30
	1.4 Feedback System	20	20	20	20
	<b>Total</b>	<b>150</b>	<b>150</b>	<b>100</b>	<b>100</b>
<b>2. Teaching-Learning and Evaluation</b>	2.1 Student Enrolment and Profile	10	20	40	40
	2.2 Catering to Student Diversity	20	30	50	50
	2.3 Teaching-Learning Process	20	50	50	50
	2.4 Teacher Profile and Quality	50	50	60	60
	2.5 Evaluation Process and Reforms	40	50	30	30
	2.6 Student Performance and Learning Outcomes	30	50	60	60
	2.7 Student satisfaction Survey	30	50	60	60
	<b>Total</b>	<b>200</b>	<b>300</b>	<b>350</b>	<b>350</b>
<b>3. Research, Innovations and Extension</b>	3.1 Promotion of Research and Facilities	20	20	NA	NA
	3.2 Resource Mobilization for Research	20	10	15	15
	3.3 Innovation Ecosystem	30	10	NA	10
	3.4 Research Publications and Awards	100	30	15	25
	3.5 Consultancy	20	10	NA	NA
	3.6 Extension Activities	40	50	60	50
	3.7 Collaboration	20	20	20	20
	<b>Total</b>	<b>250</b>	<b>150</b>	<b>110</b>	<b>120</b>



*Manual for Universities*

<b>4. Infrastructure and Learning Resources</b>	4.1 Physical Facilities	30	30	30	30
	4.2 Library as a Learning Resource	20	20	20	20
	4.3 IT Infrastructure	30	30	30	30
	4.4 Maintenance of Campus Infrastructure	20	20	20	20
	<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>5. Student Support and Progression</b>	5.1 Student Support	30	30	50	50
	5.2 Student Progression	40	30	30	25
	5.3 Student Participation and Activities	20	30	50	45
	5.4 Alumni Engagement	10	10	10	10
	<b>Total</b>	<b>100</b>	<b>100</b>	<b>140</b>	<b>130</b>
<b>6. Governance, Leadership and Management</b>	6.1 Institutional Vision and Leadership	10	10	10	10
	6.2 Strategy Development and Deployment	10	10	10	10
	6.3 Faculty Empowerment Strategies	30	30	30	30
	6.4 Financial Management and Resource Mobilization	20	20	20	20
	6.5 Internal Quality Assurance System	30	30	30	30
	<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>7. Institutional Values and Best Practices</b>	7.1 Institutional Values and Social Responsibilities	50	50	50	50
	7.2 Best Practices	30	30	30	30
	7.3 Institutional Distinctiveness	20	20	20	20
	<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>TOTAL SCORE</b>		<b>1000 *</b>	<b>1000 *</b>	<b>1000 *</b>	

\* In case of HEIs who exercise to opt for the weightage of ≤3% of Non Applicable Metrics, the total score will vary accordingly.

**(U) - applicable only for Universities and Autonomous Colleges**

**(A) - applicable only for the Affiliated/ Constituent Colleges**

**NA - Not Applicable**

## 2. Quality Indicator Framework (QIF)

### Essential Note:

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

While going through the QIF, details are given below each Metric in the form of:

- *data required*
- *formula* for calculating the information, wherever required, and
- *File description – for uploading of document* where so-ever required.

These will help Institutions in the preparation of their SSR.

For some Qualitative Metrics (Q<sub>1</sub>M) which seek descriptive data it is specified as to what kind of information has to be given and how much. It is advisable to keep data accordingly compiled beforehand.

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

Metric wise weightage is also given.

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

Criterion I – Curricular Aspects (150)

Key Indicator – 1.1 Curriculum Design and Development (50)

Metric No.		Weightage
1.1.1 Q <sub>n</sub> M	<p><i>Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University</i></p> <p>Write description in maximum of 500 words</p> <p><b>File Description</b></p> <ul style="list-style-type: none"><li>• Upload Additional information</li><li>• Link for Additional information</li></ul>	20
1.1.2 Q <sub>n</sub> M	<p><i>Percentage of Programmes where syllabus revision was carried out during the last five years</i></p> <p>1.1.2.1: How many Programmes were revised out of total number of Programmes offered during the last five years</p> <p>1.1.2.2 : Number of all Programmes offered by the institution during the last five years</p> <p>Data Requirement for last five years: (As per Data Template)</p> <ul style="list-style-type: none"><li>• Programme Code</li><li>• Names of the Programme revised</li></ul> <p>Formula:</p> $\frac{\text{Number of Programmes in which syllabus was revised during the last five years}}{\text{Number of Programmes offered by the institution during the last five years}} \times 100$ <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"><li>• Minutes of relevant Academic Council/BOS meeting</li><li>• Any additional information</li><li>• Details of Programme syllabus revision in last 5 years (Data Template)</li></ul>	20

<p><b>1.1.3</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the University</i></b></p> <p>1.1.3.1: Number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years</p> <p>Data Requirement for last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the Course with Code</li> <li>• Activities with direct bearing on Employability/ Entrepreneurship/ Skill development</li> <li>• Name of the Programme</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of courses having focus on employability or entrepreneurship or skill development}}{\text{Number of courses in all Programmes}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Programme/ Curriculum/ Syllabus of the courses</li> <li>• Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses</li> <li>• MoU's with relevant organizations for these courses, if any</li> <li>• Average percentage of courses having focus on employability/ entrepreneurship (Data Template)</li> </ul>	<p><b>10</b></p>
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**Key Indicator – 1.2 Academic Flexibility (50)**

Metric No.		Weightage
<p><b>1.2.1</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years</i></b></p> <p>1.2.1.1: How many new courses were introduced within the last five years</p> <p>1.2.1.2 : Number of courses offered by the institution across all Programmes during the last five years</p> <p>Data Requirement for last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the new course introduced</li> <li>• Name of the Programme</li> </ul> <p>Formula:</p> $\frac{\text{Number of new courses introduced during the last five years}}{\text{Number of courses offered during the last five years}} \times 100$ <p><b>File Description (Upload)</b></p>	<p><b>30</b></p>

	<ul style="list-style-type: none"> <li>• Minutes of relevant Academic Council/BOS meeting</li> <li>• Any additional information</li> <li>• Institutional data in prescribed format (Data Template as of 1.1.3)</li> </ul>	
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<p><b>1.2.2</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>Percentage of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented (Data for the latest completed academic year)</i></b></p> <p>1.2.2.1: Number of Programmes in which CBCS/ Elective course system implemented. Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Names of all Programmes adopting CBCS</li> <li>• Names of all Programmes adopting elective course system</li> </ul> <p>Formula:</p> $\frac{\text{Number of Programmes in which CBCS or elective course system implemented}}{\text{Total number of Programmes offered}} \times 100$ <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Minutes of relevant Academic Council/BOS meetings</li> <li>• Institutional data in prescribed format (Data Template as of 1.1.2)</li> </ul>	<p><b>20</b></p>
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**Key Indicator – 1.3 Curriculum Enrichment (30)**

Metric No.		Weightages
<p><b>1.3.1</b> <b>Q<sub>1</sub>M</b></p>	<p><b><i>Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum</i></b></p> <p>Write description in maximum of 500 words</p> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum</li> </ul>	<p><b>5</b></p>
<p><b>1.3.2</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>Number of value-added courses for imparting transferable and life skills offered during last five years</i></b></p> <p>1.3.2.1: How many new value-added courses are added within the last 5 years</p> <p>Data Requirement for last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Names of the value added courses with 30 or more contact hours</li> <li>• No. of times offered during the same year</li> <li>• Total no. of students completing the course in the year</li> </ul>	<p><b>10</b></p>

	<p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Brochure or any other document relating to value added courses</li> <li>• List of value added courses (Data Template)</li> </ul>													
<p><b>1.3.3</b> <b>QnM</b></p>	<p><b><i>Average Percentage of students enrolled in the courses under 1.3.2 above</i></b></p> <p>1.3.3.1: Number of students enrolled in value-added courses imparting transferable and life skills offered year wise during the last five years</p> <table border="1" data-bbox="488 506 1129 611"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Names of the value added courses with 30 or more contact hours</li> <li>• No. of times offered during the same year</li> <li>• Total no. of students completing the course in the year</li> </ul> <p>Formula:</p> $\frac{\text{Number of students enrolled in the courses during the last five years}}{\text{Number of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• List of students enrolled (Data Template as of 1.3.2)</li> </ul>	<b>Year</b>						<b>Number</b>						<p align="center"><b>10</b></p>
<b>Year</b>														
<b>Number</b>														
<p><b>1.3.4</b> <b>QnM</b></p>	<p><b><i>Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year)</i></b></p> <p>1.3.4.1: Number of students undertaking field project or research projects or internships</p> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Names of the Programme</li> <li>• No. of students undertaking field projects /research projects/ internships</li> </ul> <p>Formula:</p> $\frac{\text{Number of students undertaking field projects or research projects or interships}}{\text{Total number of students}} \times 100$ <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• List of Programmes and number of students undertaking field projects research projects// internships (Data Template)</li> </ul>	<p align="center"><b>5</b></p>												

**Key Indicator – 1.4 Feedback System (20)**

Metric No.		Weightage
<p><b>1.4.1</b></p> <p><b>QnM</b></p>	<p><i>Structured feedback for design and review of syllabus – semester wise / year wise is received from</i></p> <p>1) Students, 2) Teachers, 3) Employers, 4) Alumni</p> <p><b>Options:</b></p> <p>A. All 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p align="right">} <b>Opt one</b></p> <p>Data Requirements: (As per Data Template) Report of analysis of feedback received from different stakeholders year wise</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• URL for stakeholder feedback report</li> <li>• Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)</li> <li>• Any additional information (Upload)</li> </ul>	<p align="center"><b>10</b></p>
<p><b>1.4.2</b></p> <p><b>QnM</b></p>	<p><i>Feedback processes of the institution may be classified as follows:</i></p> <p>A. Feedback collected, analysed and action taken and feedback available on website B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected</p> <p align="right">} <b>Opt one</b></p> <p>Documents: Upload Stakeholder feedback report, Action taken report of the university on it as stated in the minutes of the Governing Council, Syndicate, Board of Management</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• URL for feedback report</li> </ul>	<p align="center"><b>10</b></p>