



#	M	Description	M	Supporting documents required	Expected	Remarks
1		Curricular Aspects	150			
1	QIM 1.1.1	Curricula developed & implemented have relevance to local, national, regional & global developmental needs, which is reflected in POs, PSOs, COs of Programs	20	Evidences for the claims made.	Curricula to be revised to ensure this	Should have been approved by BOS & AC.
2	1.1.2	Percentage of Programmes where syllabus revision was carried out during the last 5 years	20	List of programs where syllabi revised during last 5 years in template. Minutes of AC/BOS meetings highlighting specific agenda item, year-wise.	Every program is expected to be revised every academic year, subject to concerned SRA, if any, making it 100%	If the number of courses in which content is revised in a given program to the extent of 20 % or more, it is considered as "change in syllabus". If syllabus is changed more than once in a program during 5 year period, it is counted as only one change. Avoid: Renaming/minor changes in course content.
3	1.1.3	Average percentage of courses having focus on employability / entrepreneurship / skill development	10	Data in template. Minutes of the BOS/AC meetings with approvals for these courses. Syllabi of courses highlighting focus on employability / entrepreneurship / skill development with their COs. MOUs with relevant organizations for these courses, if any.	Over 85%, however, may not be 100%	Avoid in the list the Courses not directly leading to employability / entrepreneurship / skill development
4	1.2.1	Percentage of new courses introduced out of total number of courses across all programs offered during last 5 years	30	List of new courses introduced program-wise during last 5 years in the template. Minutes of relevant AC / BOS meetings highlighting new courses introduced.		Consider year of introduction of each course. If a program is introduced during last 5 years, then for that program, this metric becomes 100%.
5	1.2.2	Percentage of Programs in which CBCS / elective course system has been implemented (Data for latest completed academic year)	20	Minutes of relevant AC/BOS meetings. Program structures clearly indicating course, credit/Elective approved by BOS/AC. List of such programs in the template.	100% subject to concerned SRA, if any	
6	QIM 1.3.1	Department integrates cross-cutting issues relevant to professional ethics, gender, human values, environment & sustainability into curriculum	5	List and description of such courses	Curricula to be revised to ensure this	

7	1.3.2	Number of value-added courses for imparting transferable and life skills offered during last 5 years	10	List of value added courses in the template. Brochure & Course content or syllabi with COs	One value added course is expected, per semester, per year of study excluding final year, per major program offered. For eg., for department of Mech Engg, considering only B.Tech. as major program, the expected number for AAA of 2020-21 is 26	Value added courses are optional courses of at least 30 contact hours, offered outside curricula, adding value to holistic development. Avoid: Online courses opted by students which are not offered by the department.
8	1.3.3	Average Percentage of students enrolled in courses under 1.3.2 as above	10	List of enrolled students in such courses year-wise in the template. Certificates of students enrolled in such courses, & attendance sheets	Over 50%	
9	1.3.4	Percentage of students undertaking field projects / research projects / internships (Data to be given for latest completed academic year)	5	List of such students in the template. Completion certificate from organization where internship / research project was completed with duration. Report of field visit / sample photos of field visit / permission letter from competent authority.	Over 50%	One student involved in multiple activities should be counted as one. In case of field visit, mentioning objectives & outcomes of field visit along with the field visit report is necessary. Avoid: Mere students list without supporting documents.
10	1.4.1	Structured feedback for design & review of syllabi - semesterwise / yr-wise is received from: 1) Students, 2) Teachers, 3) Employers and 4) Alumni. Opt anyone: A. All 4 of above; B. Any 3 of above; C. Any 2 of above Opt anyone; D. Any 1 of above; E. None of the above	10	Filled sample feedback forms from stakeholders. In case of selecting A, B, C or D provide 3 filled forms from each category. Provide URL for report of analysis of feedback received from different stakeholders, year-wise, signed by competent authority, hosted on institutional website.	Ensure that feedback is taken from all 4 types of stakeholders mentioned, analyse the same, and take action after putting up in the BOS and AC, and host the sample feedback as well as ATR on the institutional website	Avoid: Feedback not related to syllabi design & review. [Ref: email from IQAC on March 17, 2021, on Stakeholders' feedback on curricula and syllabi].
11	1.4.2	Feedback processes on design & review of syllabi may be classified as follows (Opt anyone): A. Feedback collected, analysed, action taken & feedback hosted on institutional website, B. Feedback collected, analysed & action has been taken, C. Feedback collected & analysed, D. Feedback collected, E. Feedback not collected	10	Provide the URL on the institutional website for the ATR on feedback, as stated in the minutes of BOS and AC, and signed by competent authority.	Please refer to 1.4.1	Avoid: Feedback not related to syllabi design & review. [Ref: email from IQAC on March 17, 2021, on Stakeholders' feedback on curricula and syllabi].

2 Teaching-Learning and Evaluation		150				
12	2.1.1	Percentage seats filled against the approved intake for all programs offered by the department excluding PhD	5	Document relating to sanction of intake as approved by competent authority for each program offered. Program-wise number of students admitted, with endorsement.	100%	
13	QIM 2.2.1	The department assesses the learning levels of students and organises special programs for advanced and slow learners	10	Evidences for the claims made.	Assess the learning levels of slow as well as advanced learners regularly, at least one a month during every semester and organize special programs for each category mentioned.	

14	2.2.2	Student - Full time teacher ratio (Data for latest completed academic year)	10	Certified list of full time teachers for the latest completed AY. List showing number of students in each program for latest completed AY.	UGC and concerned SRA, if any, norms to be followed, for each program offered, and work with office of HR toward meeting these requirements.	Instruction: A teacher employed for at least 90 per cent of normal or statutory number of hours of work for a fulltime teacher over a complete AY is classified as a full-time teacher. Avoid: Part-time / Ad-hoc / visiting faculty
15	QIM 2.3.1	Student centric methods, such as experiential learning, participative learning & problem solving methodologies are used for enhancing their learning experiences	6	Evidences for the claims made.	Ensure that this objective is met in every course during the teaching-learning process	
16	QIM 2.3.2	Teachers use ICT- enabled tools including online resources for effective teaching & learning processes	6	Provide link to LMS / Academic Management System on the institutional website. Evidences for the claims made.	Ensure that this objective is met in every course during the teaching-learning process	
17	2.3.3	Ratio of students mentored for academic and other related issues (Data to be provided only for latest completed academic year)	8	Year-wise, number of students enrolled & full time teachers on roll. Copy of circular with details of mentor & their allotted mentees. Approved Mentor list as announced. Hard copies of issues raised & resolved, mentor-wise.	UGC norms of 1:20 or lower to be ensured.	Only full-time teachers can be considered as mentors. Mere list of names of mentors and mentees will not suffice.
18	2.4.1	Average percentage of full time teachers appointed against the number of faculty members required as per norms for all programs offered	15	Sanction letters indicating number of posts needed to meet UGC/SRA, if any, norms, signed by competent authority. List of full-time teachers appointed with their departmental affiliation in the template. Hard copies of appointment letters of teachers, without the mention of their salaries	100%	All full-time teachers with at least 90% prescribed workload should be counted. Avoid: Mere appointment letters provided in regional language cannot be considered.
19	2.4.2	Average percentage of full time teachers with Ph.D./ D.M/ M.Ch./ D.N.B Superspeciality/ D.Sc./ D'Lit. during last 5 years	15	List of such faculty in the template. Corresponding certificates for each faculty claimed.	Over 85%	Degrees awarded only by UGC recognized universities considered. Mention number of fulltime teachers with above certificates yr-wise irrespective of year of award. Avoid: Honorary Doctorates.
20	2.4.3	Average teaching experience of full time teachers in the same institution (Data to be provided only for latest completed academic year, in no. of years)	10	List of faculty with particulars of date of Appointment in the HEI & years of experience only in the same institution, in the template. Experience certificate/ appointment orders of faculty members, without details of salary.	As high as possible, over 6 years	Avoid: Previous Work experience of teachers in other institutions.

21	2.4.4	Average percentage of full time teachers who received awards, recognition, fellowships at the State, National, International level from Govt / Govt. recognised bodies during the last five years	10	e-Copies of award letters of achievements.	33%	Only State, nat'l & int'l level from Govt / Govt recognised bodies considered. One teacher counted once during last 5 years irrespective of number of awards / recognition. Avoid: Awards local in nature (eg. awards from urban local bodies / Panchayat etc.) Intra & inter institution awards. Participation / presentation certificates – during paper presentation etc.
22	QIM 2.6.1	Department has stated learning outcomes (generic & prg specific) / graduate attributes for each program offered, which are integrated into assessment process & widely publicized through website & other documents	10	Upload COs for all courses, for all programs. Departmental Vision, Mission; PEOs, POs, PSOs, curricula, syllabi, & COs for all programs, programwise; to be publicized on web & other means. Evidences for the claims made.	OBE / LOCF norms to be followed in letter and spirit, if permitted by concerned SRA. [Ref: email from IQAC on March 30, 2021, on Implementation of OBE framework at DSU].	Additional requirement from 1.2.2: Program structures should indicate for each course its credits, and the type of course.
23	QIM 2.6.2	Attainment of Program Outcomes, Program Specific Outcomes and Course Outcomes are evaluated by the institution	10	Note: OBE for Engg 2014, UGC initiated LOCF during 2018. Evidences for the claims made.	OBE / LOCF norms to be followed in letter and spirit, if permitted by concerned SRA. [Ref: email from IQAC on March 30, 2021, on Implementation of OBE framework at DSU].	
24	2.6.3	Pass percentage of students (Data to be provided only for the latest completed academic year, only for final year students)	10	Annual report highlighting pass %. Data in template	>95% without compromising on the quality	Avoid: Results pertaining to students other than final year are not to be submitted.
25	2.11.1	Faculty Cadre Ratio	5	Evidences for the claims made.	UGC, and SRA, if any, norms to be followed. Act to ensure this.	
26	QIM 2.11.2	Feedback processes of the department on the teaching-learning process may be classified as follows: Opt anyone A. Feedback collected every semester, analysed and action has been taken B. Feedback collected every semester and analysed C. Feedback collected every semester D. Feedback not collected every semester	10	Evidences for the claims made.	Feedback on teaching learning process is to be taken for every course, during every semester. Analyze the same and file an ATR, after taking appropriate action.	
27	QIM 2.11.3	Load distribution, indicating teaching, administration % research engagements with weekly quantification, both sems	10	Evidences for the claims made.	Transparent, without any bias, commensurate with the statutory requirements, without repetitive jobs, usage of specialists for specific purposes.	

28	QIM 3.1.1	The department's research facilities are frequently updated and there is a well defined policy for promotion of research which is implemented	5	List of facilities in the department which support research, with evidences of their usage	Ensure the objectives are met	
29	3.1.2	Number of applications made by the Department for seed money award for research offered by the HEI successfully	3	Sanction letters of seed money mandatory.	Minimum successful 1 grant per department. All those faculty members who do not have externally funded research project / consultancy are expected to apply, aiding them to get those or alternatively to pursue research	Only formal research project seed money will be considered. Avoid: Grants for other than research projects. Sponsorship to conferences / seminars. Grants received from outside agencies for research.
30	3.1.3	Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research	3	E-copies of the award letters of the teachers. List of such teachers in the template.	33%	Avoid awards without any financial support (E.g: Best Teacher Award, Certificate of Appreciation).
31	3.1.4	Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the department	4	List in the template. E copies of fellowship award letters are mandatory	>= (number of Professors + number of Associate Professors) required as per norms of UGC / SRA, if any, for the approved intake of the department	Avoid research fellowships to the teachers / students / research assistants etc given by the HEI itself
32	3.2.1	Extramural funding for Research (Grants sponsored by nongovernment sources such as industry, corporate houses, international bodies for research projects), endowments, Chairs during the last five years	5	List in the template. Copies of sponsors / sanction letters by nongovt sources / funding agency	> Rs. 5 Lakh per year per department	Avoid: Grants given by their own trust / sister institutions. Grants in form of Equipments / software / skill development centres
33	3.2.2	Grants for research projects sponsored by government agencies during last 5 years	10	List of projects with details of PI, amount & sanctioning agency in the template. E-copies of grant award / sanction letters for research projects funded by govt agencies	> Rs. 20 Lakh per year per department	Avoid: Grants in form of Equipments / software / skill development centres
34	3.2.3	Number of ongoing research projects per teacher funded by government and non-government agencies during last 5 years	5	Copy of sanction letter of research project. Names of faculty funded by govt. /non-govt agencies in the template.	>0.33 expected. The total number of projects should be equal to or greater than the (number of Professors + number of Associate Professors) required as per UGC / SRA, if any, norms, for the approved intake of department	Number of projects in 3.2.1 & 3.2.2 put together should match with that given here. Avoid: Non-government agency does not include own / trust / sister institutions
35	3.3.2	Number of workshops / seminars conducted on Research methodology, IPR, Entrepreneurship, Skill development during last 5 years	10	Detailed report for each prg. Brochure / Geo-tagged photos with date & caption; title of seminar / workshop conducted. Details of resource persons.	Minimum one per department / semester expected	Only activities with a bearing on Research methodology, IPR, entrepreneurship and skill development are to be considered

36	3.3.3	Number of awards / recognitions received for research / innovations by institution / teachers / research scholars / students during last 5 years	10	e- Copies of awards issued by awarding agency	>= (number of Professors + number of Associate Professors) required as per norms of UGC / SRA, if any, for the approved intake of the department	Awards for research / innovation received by the institution / department / teachers / research scholars / students considered. Claims without certificate or award letter will not be considered Avoid: Participation / presentation certificates in workshops / conferences etc. Awards claimed in 2.4.4 & patents not to be claimed here
37	3.4.3	Number of Patents published / awarded during the last five years	10	Copies of award letters / patents & current status	>= (number of Professors + number of Associate Professors) required as per norms of UGC / SRA, if any, for the approved intake of the department	Awarded / published patents during last 5 year assessment period only considered. Patents awarded should be supported with a letter of award & unique patent number which can be cross-verified. Avoid: Mere submission of application for patent
38	3.4.4	Number of Ph.Ds awarded per teacher during the last five years	10	PhD Award letters to PhD students. Data in the template.	>=1 expected. The total number of PhDs awarded during last 5 years >= maximum of (number of number of doctorates in the department, and number of Professors and Associate Professors required in the department as per norms for the approved intake)	Co-guides are also considered. Ph.D s awarded by other university / institutions are also considered Instruction: Ph.D's awarded (not ongoing) under every eligible research guide working as faculty in institution should be considered, during last 5 years.
39	3.4.5	Number of research papers published per teacher in the Journals as notified on UGC website during the last five completed calendar years	15	Link landing to paper and journal website. Screenshots of papers clearly showing paper title, affiliation, journal name, yr & authors name if links & DOI are not available. Indicate in data template against each paper about presence of paper in UGC CARE list / Scopus / WoS / Other clearly	>= $\frac{\{(5a+5b+2.5c)\}}{(a+b+c)}$, where a, b, c are respectively the average number of Professors, Associate Professors, and Assistant Professors in the department during last 5 years	Publication of authors with HEI affiliation considered for assessment yrs only
40	3.4.6	Number of books and chapters in edited volumes published per teacher during the last five completed calendar years	15	e-copy of cover page, content page & first page of publication indicating ISBN & yr of publication for books/chapters & conf proceedings. Link of research papers by title, author, Dept / School / Centre, name & yr of publication in the data template	>= $\frac{\{(5a+5b+2.5c)\}}{(a+b+c)}$, where a, b, c are respectively the average number of Professors, Associate Professors, and Assistant Professors in the department during last 5 years	Books with ISBN only will be considered, publication yr & publisher name to be mentioned Avoid: Publication claimed under 3.4.5 again here

41	3.4.7	E-content is developed by teachers (Options: Any 5, 4, 3, 2, None of the above): 1. For e-PG-Pathshala, 2. For CEC (Undergraduate), 3. For SWAYAM, 4. For other MOOCs platforms, 5. For NPTEL/NMEICT/any other Government Initiatives, 6. For Institutional LMS	10	Links to upload document of e-content developed showing authorship. Supporting documents from sponsoring agency for econtent developed by teachers. For institution LMS a summary of e-content developed and links to e-content should be provided. Data in template.	Department is expected to develop e-content at least under 5 of the 6 categories mentioned	Only content developed by teachers of institution will be considered Avoid: Informal e-content will not be accepted. Open Source e-content should not be included
42	3.4.8	Bibliometrics of the publications during last 5 completed calendar years based on average Citation Index in Scopus & Web of Science	15		>= 4.03 (average citation index of DSU for years 2017-2021)	
43	3.4.9	Bibliometrics of the publications during last 5 completed calendar years based on Scopus & Web of Science – h-Index of Department	15		>= 17.5 (average h-index of DSU for years 2017-2021)	
44	3.5.2	Revenue generated from consultancy and corporate training during the last five years	15	Audited statement of accounts showing revenue generated via consultancy & corporate training. Letter from corporate where training was imparted with fee paid. Letter from beneficiary of consultancy with details of consultancy fee.	> Rs. 5 Lakh per year per department	Avoid: Grants received for research projects. Consultancy fee from sister institutions / same trust. Revenue by sharing physical resources / by testing / by training students
45	QIM 3.6.1	Extension activities in the neighborhood community in terms of impact & sensitizing students to social issues & holistic development during last 5 years	6	Evidences for the claims made.	Ensure the objectives are met.	
46	3.6.2	Number of awards received by the department, its teachers and students from Govt / Govt-recognised bodies in recognition of the extension activities carried out during the last five years	10	Copies of award letters by awarding agency. Data in template.	Minimum one department per year, through recognition for regular extension activities	Awards received only to the extension activities carried out to be included. Avoid: Awards claimed in 2.4.4 & 3.1.3 not considered here. Awards local in nature not considered, eg. awards from urban local bodies/ Panchayat etc. Awards by individuals, awards from own trust / sister institutions not considered.
47	3.6.3	No. of extension and outreach programs conducted by department including those through NSS / NCC / Red cross / YRC during last 5 years (including Govt-initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)	12	Geo-tagged pics & any supporting doc like news paper reports, with captions & dates. Detailed report for each prg, with of no. of students participated & details of collaborating agency. Data in template.	1 program per semester per department	Extension activities: Aspect of education, emphasizing neighbourhoood services. Integrated with curricula as extended opportunities aiming to help, serve reflect & learn. Curricula extension interface has educational values, especially in rurals Avoid: Event conducted for benefit of own students

48	3.6.4	Average percentage of students participating in extension activities listed at 3.6.3 above, during the last five years	12	Detailed report for each extension and outreach prg to be made available, with specific mention of no. of students participated & details of collaborating agency. Photos or any supporting document should have proper captions & dates. Student attendance and certificates for outreach extension activities conducted. Data in template.	>=33%	Data here should match with that of 3.6.3.
49	3.7.1	Number of collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students per year	10	Documents indicating nature of collaboration & activities yr-wise. Summary of collaboration indicating start date, end date, etc. List of yr wise activities & exchange should be provided in template.	Minimum one such activity per department per year	Collaboration should fall within assessment period. Collaboration activities for research & academic development of faculty & students facilitated through mentioned collaboration only will be considered. Avoid: Activity claimed in 3.6.3, 3.7.2 & 3.7.3. Collaboration with sister institution under same Trust
50	3.7.2	Number of functional MoUs with institutions / industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during last 5 years	10	Copy of MOUs indicating objectives; list of activity conducted under each MoU with dates of starting & completion yr-wise endorsed by both parties. Data in template.	Minimum one such MoU per department per year	MoU should be functional during assessment period. If MoU is for three years viz 2011-2013, it shall be counted only once. At least one activity should have been conducted under an MOU to qualify as a functional MOU. Avoid: MOU's with sister institutions under same Trust. Certificates issued by external agencies to students / Faculty for research / Faculty exchange / Student exchange / internship cannot be the proof for having collaboration with external agency
51	3.11.1	Percentage of faculty members pursuing PhD, amongst the faculty members who do not hold a PhD degree	10	Evidences for the claims made	100%	Consider only if a PhD registration is for less than 6 years (do not count the faculty members here, if the PhD registration is done more than 6 years ago)

4		Infrastructure & Learning Resources		40		
52	QIM 4.1.1	The department has adequate facilities for teaching - learning. viz., classrooms, labs, computing equipment, etc. Describe adequacy of facilities for teaching-learning as per minimum specified requirement by statutory bodies	10	Evidences for the claims made	Ensure that the statutory requirements are met.	

53	4.3.1	Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities.(Data only for latest completed academic yr)	5	Geo-tagged photos of class rooms /seminar halls with ICT-enabled facilities. Data in template.	100%	Avoid: Labs and workshops with ICT facility will not be considered under this metric.
54	4.3.3	Student - Computer ratio (Data to be provided only for the latest completed academic year)	10	Number of Computers available for students and number of students in the department. Bills for purchase of computers. Highlight purchase of computers in stock registers.	4:1	Avoid: Computers for office & faculty not considered
55	QIM 4.4.2	There are established systems & procedures for maintaining & utilising physical, academic & support facilities - labs, library, sports complex, computers, classrooms etc. Describe policy details of systems & procedures for maintaining & utilising these	10	Evidences for the claims made	Develop policy and procedure, and implement the same.	
56	QIM 4.11.1	Departmental library: facilities, and usage. Describe number of volumes and facilities available for department library, and describe its usage	5	Evidences for the claims made.	Ensure that there is a good department library and is adequately used.	

5 Student Support & Progression		100				
57	5.1.2	Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the department / Institution, during last 5 years	10	Data in template. Copy of circular/brochure of such programs with details of resource persons. Reports of programs & photos with date & caption. Attendance & certificates of students.	100%. These are to be done by departments, with or without collaboration from Training and Placements Wing.	"Students benefited" refers to students enrolled / attending said programs.
58	5.1.3	Following Capacity development & skills enhancement initiatives are undertaken by the department: 1. Soft skills, 2. Language and communication skills, 3. Life skills (Yoga, physical fitness, health and hygiene), 4. Awareness of trends in technology	5	Data in template. Links to programs / schemes mentioned. Copy of circular / brochure / report of events. Geotagged pictures with date & caption for each. Attendance & certificates of students.	All 4 types mentioned. These are to be done by departments, with or without collaboration from Training and Placements Wing.	Consider all students who have enrolled for various initiatives. Avoid: Mere circulars & student list not accepted
59	5.2.1	Average percentage of students qualifying in state/ national/ international level exams during the last five years (eg: NET / SLET / GATE / GMAT / CAT / GRE / JAM / IELTS / TOEFL / CLAT / Civil Services /State government exams)	10	Data in template. Qualifying Certificates of students taking exams year-wise - mandatory.	100%. Students to be empowered by the departments, with or without collaboration from Training and Placements Wing.	Exams conducted for job recruitments other than exams conducted by State/Central Govts are not to be included

60	5.2.2	Average percentage of placement of outgoing students during the last five years	15	Data in template. Copies of appointment orders of students.	>90%	Placements through HEI placement drive & through pool campus interviews / recruitment drives at other colleges can also be considered. Avoid: If same student has multiple offers it has to be counted only once.
61	5.2.3	Percentage of recently-graduated students who have progressed to higher education (previous graduating batch)	15	Data in the template for students who have joined for higher education for the latest graduating batch. Evidences such as admission letters or identity cards for progressing to higher education.	Encourage students to go for higher studies to achieve 20%.	Avoid: Appearing / passing of competitive examinations for higher education cannot be considered as progression to higher education unless students get admitted.
62	5.3.1	Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years	10	E-copies of award letters and certificates. Data in template.	Students to be encouraged so that at least one such distinction is achieved per year per department	Participation in Republic Day Parade by NCC candidates considered. Only inter-university / state / nat'l / int'l achievement considered. Award for team event will be counted as one. Avoid: Participation / appreciation certificates at regional / local / institutional levels. Awards from intra or inter institutions / depts
63	QIM 5.3.2	Presence of Student Council and its activities for institutional development and student welfare	5	Evidences for the claims made		
64	5.3.3	Average number of sports and cultural events / competitions organised by the institution per year	5	Report of events with pics, dated & captioned year-wise. Copy of circular/brochures. Data in template. Participation certificate of students.	Apart from centrally organized events, one such event is expected by each department per semester.	All activities under an event counted as one. Only events organised by HEI considered. Avoid: Events cannot be further split into activities
65	QIM 5.4.1	The Alumni Association / Chapters (registered and functional) contributes significantly to development of HEI through financial and other support services during last 5 years	2	Evidences for the claims made	To work towards the goals in collaboration with Alumni Director	
66	5.4.2	Alumni contribution during the last five years: A. ≥ 100 Lakhs, B. 50Lakhs - 100 Lakhs, C. 20 Lakhs - 50 Lakhs, D. 5 Lakhs - 20 Lakhs, E. <5 Lakhs	8	Annual audited statements highlighting Alumni contribution certified by CA/FO. List of alumnus / alumni with amount contributed year-wise.	>Rs. 10 Lakh to be mobilized	Avoid: Mere list indicating contribution not considered. Amount contributed towards Alumni Association not considered. Alumni contribution may be considered if it is entered into stock ledger of college and/or in audited statement.

67	5.11.1	Web Links for recorded versions of lectures of classes for all courses (links for recordings, not the links for accessing the online classes)	10		The weblinks for the recorded lectures are to be provided to the students for ready reference, whenever the classes are conducted online.	Taken from dsu.org.in
68	5.11.2	Class committee periodic meetings: Describe class committee meetings, structure, periodicity, procedure, outcomes etc	5	Evidences for the claims made	Class Committee meetings on a fortnightly basis to address the academic issues of students	

6 Governance, Leadership & Management 90						
69	QIM 6.1.1	The department has clearly stated vision and mission which are reflected in its academic and administrative governance	5	Evidences for the claims made, web links		
70	QIM 6.1.2	Effective leadership is reflected in various departmental practices such as decentralization and participative management.	5	Evidences for the claims made		
71	QIM 6.2.1	The departmental Strategic plan is effectively deployed. Describe one successfully-implemented activity based on the strategic plan	3	Strategic Plan and deployment documents on the departmental page on the institutional website	Each department ought to have a strategic plan, and implement the same.	
72	QIM 6.2.2	Functioning of the departmental bodies is effective and efficient as visible from policies, administrative setup, appointments, and procedures, etc.,	2	Evidences for the claims made	As per the statutes of the University	
73	6.3.2	Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during last five years	10	Data in template. Policy document on recommending financial support to teachers. Copy of letters indicating financial assistance & list of teachers receiving the same year-wise under each head. Audited statement highlighting financial support to attend conferences / workshops & towards membership fee for professional bodies. Receipt of Institution in favour of teacher with amount given to be considered.	33%.	Avoid: Without proof of payment, financial support for faculty development, mere name/list of faculty, & mere cash vouchers for payment not considered
74	6.3.3	Average number of professional development / administrative training Programmes organized by the department for teaching and non-teaching staff during the last five years	8	Data in the template. Brochures & Reports year-wise. Geotagged pictures with date & caption. Annual reports highlighting programs conducted. Participation certificates and attendance of programs.	One such program every semester, in each department	Avoid: Seminars / invited talks cannot be included.

75	6.3.4	Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course)	8	Refresher course / Faculty orientation / other programs as per UGC/AICTE stipulated period, participated by teachers year-wise. Copy of certificates of programs attended. Data in template. Annual reports highlighting prgs undertaken by teachers.	66.67%.	One teacher attending more than one program in a year to be counted as one only. Avoid: Attending seminars / invited talks not considered. Programs of duration less than those stipulated by UGC/AICTE or 1 week not considered
76	6.4.2	Funds / Grants received from govt bodies during last 5 years for development and maintenance of infrastructure (not covered under Criteria III and V)	8	Data in template. Annual audited statements highlighting grants received. Copy of sanction letters from govt bodies for development & maintenance of infrastructure.	> Rs. 5 Lakh per year per department	Avoid: Duplication. Contribution like equipment / software etc not counted. Grants received under Criterion III & V not to be repeated here. Grants received from govt other than Development & maintenance of infrastructure not considered.
77	6.4.3	Funds / Grants received from non-govt bodies, individuals, philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)	6	Data in the template. Annual audited statement of accounts highlighting grants received. Copy of sanction letters received from nongovt bodies, individuals, philanthropists for development & maintenance of infrastructure.	> Rs. 5 Lakh per year per department	Avoid: Duplication. Funds from own / sister institution / trust. Contribution like equipment / software etc. Grants under Criteria III & V not considered here. Govt grants other than infra development & maintenance not considered
78	QIM 6.5.3	Incremental improvements made for last 5 years with regard to quality. Describe quality enhancement initiatives in academic & administrative domains successfully implemented during last 5 years	5	Evidences for the claims made	Each year, an incremental improvement is expected	
79	6.11.1	Departmental preparedness for implementation of NEP2020	30	Evidences for the claims made	Status reports for each of the 17 parameters asked	

7 Institutional Values and Best Practices 100						
80	QIM 7.1.1	Measures initiated by department for promotion of gender equity during last 5 yrs. Describe gender equity & sensitization in curricular & co-curricular activities, facilities for women on campus	5	Annual gender sensitization action plan; Specific facilities provided for women in terms of: Safety and security, Counseling, Common Rooms, Day care centre for children of the staff, any other. Evidences for the claims made.		
81	QIM 7.1.8	Describe departmental efforts / initiatives in providing an inclusive environment i.e., tolerance & harmony towards cultural, regional, linguistic, communal, socio-economic & such other diversities	5	Supporting documents on the information provided (as reflected in the administrative and academic activities of the department)		

82	QIM 7.1.9	Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens	5	Evidences for the claims made		Describe the various activities in the department for inculcating values for being responsible citizens as reflected in the Constitution of India
83	7.1.10	The department conducts periodic programs regarding the prescribed code of conduct for students, teachers, administrators and other staff. 1.The institutional Code of Conduct principles are widely publicized. 2. There is a committee to monitor adherence to the Code of Conduct principles. 3. Department organizes professional ethics programs for students, teachers, administrators and other staff. 4. Annual awareness programs on Code of Conduct are organized	5	Code of conduct and ethics policy document. Details of monitoring committee composition and minutes of meeting. Circulars, reports and geo-tagged photographs with date and caption of activities organized for teachers, students, administrators and other staff. Handbooks, manuals and brochures on human values and professional ethics. Report on student attributes facilitated by Institution.	All of the above are expected	
84	QIM 7.1.11	Department celebrates / organizes national & int'l commemorative days, events & festivals. Describe efforts of department in celebrating / organizing national & int'l commemorative days, events & festivals during last 5 years	5	Weblink to Annual report of the celebrations and commemorative events for the last five years, Geo-tagged photographs of the events		Apart from such events organized centrally
85	QIM 7.2.1	Describe two Best practices successfully implemented by the department as per the NAAC format provided in the Manual	30	Each department ought to showcase TWO best practices with: 1. Title of the Practice: capturing keywords that describe the practice. 2. Objectives of the Practice: indicate intended outcomes, & underlying principles / concepts of the practice 3. Context: indicate contextual features or challenging issues that needed to be addressed in designing & implementing the practice 4. The Practice: describe the practice & its uniqueness in the context of Indian higher education. Mention constraints / limitations, if any, faced 5. Evidence of Success: like performance against targets & benchmarks, review/results. What do these results indicate? 6. Problems Encountered & Resources Required: identify problems encountered & resources required to implement the practice	Evidences for the claims made	

86	QIM 7.3.1	Portray the performance of the department in one area distinctive to its priority and thrust	30	Evidences for the claims made	Every department shall have one area distinctive to its priority and thrust, where it has significantly performed	
87	7.11.1 QIM	Departmental Website links, with pertinent details	15	Upload a document which has weblinks to departmental website on dsu.edu.in with following details (with individual links for all parameters): About the department, with highlights; Vision, Mission; List of Programs offered; PEOs, POs, PSOs, foe each Program offered (with individual links); Curriculum for each Program offered in LTPC format (if CBCS is followed), with individual links; Syllabus for each Program offered in OBE / LOCF format (if followed), with individual links; Faculty list; Any other relevant information		

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