CRITERION I:
CURRICULAR ASPECTS

Criterion I - Curricular Aspects: Depending on the responsibilities of various Institutions, this criterion deals with curriculum development and implementation process. The criterion looks into how the curriculum either assigned by a University or marginally supplemented or enriched by an institution, or totally remade, depending on the freedom allowed in curricular design, aligns with the institutional mission. It also considers 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 and involvement of stakeholders in curriculum updation, are also gauged under this criterion. The focus of this criterion is captured in the following Key Aspects:

KEY ASPECTS

1.1(U)* Curriculum Design and Development
(For **Universities** *and Autonomous Colleges)*
1.1(A)* Curriculum Planning and Implementation
(For Affiliated/Constituent Colleges)
1.2 Academic flexibility
1.3 Curriculum Enrichment
1.4 Feedback System
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(U)- *applicable only for Universities and Autonomous Colleges*
(A)- *applicable only for the Affiliated/Constituent Colleges*

1.1(U) Curriculum Design and Development *(This key aspect is applicable only for Universities and Autonomous Colleges)*

Universities and Autonomous colleges play a major role in the 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 involving several steps and experts. It is a process of developing appropriate need-based curricula in consultation with expert groups, based on the feedback from stakeholders, resulting 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 aspect 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.

1.1(A)   Curriculum Planning and Implementation

(This key aspect is applicable only for the Affiliated/Constituent Colleges)

The affiliated/constituent colleges' curriculum is given by the affiliating University or other regulatory agencies. However, the colleges have to work out details for effectively operationalising the given curricula. The process involves orientation of the teachers who would handle the curriculum and proper planning of the transaction. It also requires an understanding on the various teaching-learning practices and their appropriate use.

Since acquisition of competencies occurs at different paces for different learners it is required that the institutions have specific implementation plans identifying the time to be spent on specific components. In addition if the institution is providing specially designed courses it also has the responsibility to develop appropriate need based curricula in consultation with stakeholders.

1.2 Academic Flexibility

Academic flexibility refers to 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 aspect.

1.3 Curriculum Enrichment

Every academic institution translates the curriculum framework and the specified syllabus by rendering them into practical forms, in which the main focus is on the student attributes and on holistic development of the students so that he/she can display multiple skills and qualities. For effective transaction of the curriculum it is required it is up-to date. For keeping the curriculum up-to-date and introduce appropriate changes within the given curriculum, several inputs are provided parallelly or sequentially. All these would be possible through introduction and use of quality materials which would enrich the curriculum and provide concrete referents for organizing the curriculum.

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/ environment are also considered in this key aspect.

THE ASSESSMENT OUTCOME

The assessment by NAAC takes a holistic view of all the inputs, processes and outcomes of an institution and thus the HEIs are expected to demonstrate how they achieve the objectives of the core values through the data and information detailed in the self study reports (SSR). The Assessment and Accreditation outcome includes a qualitative and quantitative component. The qualitative part of the outcome is the Peer Team Report (PTR) and the quantitative part includes a Cumulative Grade Point Average (CGPA), a letter grade and a performance descriptor.

(i) Weightages

Taking cognizance of the diversity in institutional functioning, HEIs have been grouped under three major categories i.e. Universities, Autonomous colleges and Affiliated colleges and differential weightages are assigned for each of the seven criteria as detailed in the table below:

Criteria	Key Aspects	Universities	Autonomous Colleges	Affiliated Colleges
1. Curricular Aspects	1.1 *(U)Curriculum Design and Development	50	50	NA
	1.1. *(A) Curricular Planning and Implementation	NA	NA	20
	1.2 Academic Flexibility	50	50	30
	1.3 Curriculum Enrichment	30	30	30
	1.4 Feedback System -	20	20	20
	Total	**150**	**150**	**100**
2. Teaching-Learning and Evaluation	2.1 Student Enrolment and Profile	10	30	30
	2.2 Catering to Student Diversity	20	40	50
	2.3 Teaching-Learning Process	50	100	100
	2.4 Teacher Quality	50	60	80
	2.5 Evaluation Process and Reforms	40	30	50
	2.6 Student Performance and Learning Outcomes	30	40	40
	Total	**200**	**300**	**350**
3. Research, Consultancy and Extension	3.1 Promotion of Research	20	20	20
	3.2 Resource Mobilization for Research	20	20	10
	3.3 Research Facilities	30	20	10
	3.4 Research Publications and Awards	100	20	20
	3.5 Consultancy	20	10	10

Criteria	Key Aspects	Universities	Autonomous Colleges	Affiliated Colleges
	3.6 Extension Activities and Institutional Social Responsibility	40	50	60
	3.7 Collaboration	20	10	20
	Total	**250**	**150**	**150**
4.Infrastructure and Learning Resources	4.1 Physical Facilities	30	30	30
	4.2 Library as a Learning Resource	20	20	20
	4.3 IT Infrastructure	30	30	30
	4.4 Maintenance of Campus Facilities	20	20	20
	Total	**100**	**100**	**100**
5. Student Support and Progression	5.1 Student Mentoring and Support	40	40	50
	5.2 Student Progression	40	40	30
	5.3 Student Participation and Activities	20	20	20
	Total	**100**	**100**	**100**
6. Governance Leadership and Management	6.1 Institutional Vision and Leadership	10	10	10
	6.2 Strategy Development and Deployment	10	10	10
	6.3 Faculty Empowerment Strategies	30	30	30
	6.4 Financial Management and Resource Mobilization	20	20	20
	6.5 Internal Quality Assurance System	30	30	30

Criteria	Key Aspects	Universities	Autonomous Colleges	Affiliated Colleges
	Total	**100**	**100**	**100**
7. Innovations and Best Practices	7.1 Environment Consciousness	30	30	30
	7.2 Innovations	30	30	30
	7.3 Best Practices	40	40	40
	Total	**100**	**100**	**100**
	TOTAL SCORE	**1000**	**1000**	**1000**

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

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

(ii) Grading System

The accreditation status of the assessed HEIs is decided using the weightages detailed above. Institutions will be assessed and graded on a four point scale and qualifying institutions accredited and graded on a 3- letter grade as follows:

Range of institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Performance Descriptor
3.01-4.00	A	Very Good (Accredited)
2.01-3.00	B	Good (Accredited)
1.51-2.00	C	Satisfactory (Accredited)
≤ 1.50	D	Unsatisfactory (Not Accredited)

Institutions which secure a CGPA equal to or less than 1.50 and graded "D" does not qualify for accreditation. Such unqualified institutions will be intimated and notified by the NAAC as "assessed and found not qualified for accreditation".

(ii) Validity Period of Accreditation

The accreditation status is valid for five years from the date of approval by the Executive Committee of the NAAC. To continue the status of accreditation the institution has to record its intent for the next cycle accreditation by submitting the LOI six months before the expiry of the accreditation status and the SSR within six months of acceptance of the LOI by NAAC. **Institutions that do not adhere to these timelines will lose the accreditation status.**

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1.1   Curriculum Design and Development

1.1.1   How are the institutional vision / mission reflected in the academic programmes of the College?

1.1.2   Descr

1.1.3   How does the College involve industry, research bodies, and civil society in the curriculum design and development process? How d ibe the mechanism used in the design and development of the curriculum? Give details on the process. (Need Assessment, Feedback, etc) id the College benefit through the involvement of the stakeholders?

1.1.4   How are the following aspects ensured through curriculum design and development?
   * Employability
   * Innovation
   * Research

1.1.5   How does College ensure that the curriculum developed address the needs of the society and have relevance to the regional / national developmental needs?

1.1.6   To what extent does the College use the guidelines of the regulatory bodies for developing or restructuring the curricula? Has the College been instrumental in leading any curricular reform which has created a national impact?

1.2   Academic Flexibility

1.2.1   Give details on the following provisions with reference to academic flexibility
   a. Core / Elective options

b. Enrichment courses

c. Courses offered in modular form

d. Credit transfer and accumulation facility

e. Lateral and vertical mobility within and across programmes and courses

1.2.2   Have any courses been developed specially targeting international students? If so, how successful have they been? If 'no', explain the impediments.

1.2.3   Does the College offer dual degree and twinning programmes? If yes, give details.

1.2.4   Does the College offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

1.2.5   Has the College adopted the Choice Based Credit System (CBCS)? If yes, how many programmes are covered under the system?

1.2.6   What percentage of programmes offered by the College follows:

* Annual system

* Semester system

* Trimester system

1.2.7   What is the policy of the College to promote inter-disciplinary programmes? Name the programmes and what is the outcome?

1.3   Curriculum Enrichment

1.3.1   How often is the curriculum of the College reviewed for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

1.3.2   How many new programmes at have been introduced UG and PG level during the last four years? Mention details.

* Inter-disciplinary

* programmes in emerging areas

1.3.3   What are the strategies adopted for revision of the existing programmes? What percentage of courses underwent a major syllabus revision?

1.3.4   What are the value-added courses offered by the College and how does the College ensure that all students have access to them?

1.3.5   Has the College introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

1.4   Feedback System

1.4.1   Does the College have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

1.4.2   Does the College elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods adopted to do the same - (conducting webinar, workshop, online forum discussion etc.). Give details of the impact on such feedback.

1.4.3   Specify the mechanism through which alumni, employers, industry experts and community give feedback on curriculum enrichment and the extent to which it is made use of.

1.4.4   What are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring effective development of the curricula?

Any additional information regarding Curricular Aspects, which the institution would like to include.