

# **CRITERION V:**

## **STUDENT SUPPORT AND PROGRESSION**

**Criterion V - Student Support and Progression:** The highlights of this criterion are the efforts of an institution to provide necessary assistance to students, to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment. The focus of this criterion is captured in the following Key Aspects:

### **KEY ASPECTS**

#### **5.1 Student Mentoring and Support**

#### **5.2 Student Progression**

#### **5.3 Student Participation and Activities**

#### **5.1 Student Mentoring and Support**

Facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students. Specially designed inputs are provided to the needy students with learning difficulties. Provision is made for bridge and value added courses in relevant areas. Institution has a well structured, organized guidance and counseling system in place.

#### **5.2 Student Progression**

The Institutions' concern for students' progression to higher studies and/or to employment is dealt with under this Key Aspect. Identify the reasons for poor attainment and plan and implement remedial measures. Sustainable good practices which effectively support the students facilitate optimal progression. The

institutional provisions facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment.

### 5.3 Student Participation and Activities

The institution promotes inclusive practices for social justice and better stakeholder relationships. The institution promotes value-based education for inculcating social responsibility and good citizenry amongst its student community.

The institution has the required infrastructure and promotes active participation of the students in social, cultural and leisure activities. Encouraging students' participation in activities facilitates developing various skills and competencies and foster holistic development.

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### 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

Criteria	Key Aspects	Universities	Autonomous Colleges	Affiliated Colleges
	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
	<b>Total</b>	<b>150</b>	<b>150</b>	<b>100</b>
<b>2. Teaching-Learning and Evaluation</b>	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
	<b>Total</b>	<b>200</b>	<b>300</b>	<b>350</b>
<b>3. Research, Consultancy and Extension</b>	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
	3.6 Extension Activities and Institutional Social Responsibility	40	50	60
	3.7 Collaboration	20	10	20
	<b>Total</b>	<b>250</b>	<b>150</b>	<b>150</b>
<b>4. Infrastructu</b>	4.1 Physical Facilities	30	30	30

<b>Criteria</b>	<b>Key Aspects</b>	<b>Universities</b>	<b>Autonomous Colleges</b>	<b>Affiliated Colleges</b>
<b>re and Learning Resources</b>	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
	<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>5. Student Support and Progression</b>	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
	<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>6. Governance Leadership and Management</b>	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
	<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>7. Innovations and Best Practices</b>	7.1 Environment Consciousness	30	30	30
	7.2 Innovations	30	30	30
	7.3 Best Practices	40	40	40
	<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>TOTAL SCORE</b>		<b>1000</b>	<b>1000</b>	<b>1000</b>

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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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## 5.1 Student Mentoring and Support

- 5.1.1 Does the College have an independent system for student support and mentoring? If yes, what are its structural and functional characteristics?
- 5.1.2 What provisions exist for academic mentoring apart from class room work?
- 5.1.3 Does the College provide personal enhancement and development schemes for students? If yes, describe techniques employed e.g., career counselling, soft skill development, etc.
- 5.1.4 Does the College publish its updated prospectus and handbook annually? If yes, what are the activities / information included / provided to students through these documents? Is there a provision for online access?
- 5.1.5 Specify the type and number of scholarships / freeships given to students (UG/PG/M.Phil/Ph.D./Diploma/others in tabular form) by the College Management during the last four years. Indicate whether the financial aid was available on time.
- 5.1.6 What percentage of students receives financial assistance from state government, central government and other national agencies? (e.g., Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)
- 5.1.7 Does the College have an International Student Cell to cater to the needs of foreign students? If so, what measures have been taken to attract foreign students?
- 5.1.8 What types of support services are available for
- \* overseas students
  - \* physically challenged / differently abled students
  - \* SC/ST, OBC and economically weaker sections
  - \* students to participate in various competitions/conferences in India and abroad
  - \* health centre, health insurance etc.
  - \* skill development (spoken English, computer literacy, etc.,)
  - \* performance enhancement for slow learners / students who are at risk of failure and dropouts
  - \* exposure of students to other institutions of higher learning/ corporates/business houses, etc.
  - \* publication of student magazines
- 5.1.9 Does the College provide guidance / coaching classes for Civil Services, Defense Services, NET/SLET and any other competitive examinations? If yes, what is the outcome?
- 5.1.10 Mention the policies of the College for enhancing student participation in sports and extracurricular activities through strategies such as
- \* additional academic support, flexibility in examinations

- \* special dietary requirements, sports uniform and materials
- \* any other

- 5.1.11 Does the College have an institutionalized mechanism for placement of its students? What services are provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?
- 5.1.12 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus annually for the last four years).
- 5.1.13 Does the College have a registered Alumni association? If yes, what are its activities and contributions to the development of the College?
- 5.1.14 Does the College have a student grievance redressal cell? Give details of the nature of grievances reported and how they were redressed.
- 5.1.15 Does the College have a cell and mechanism to resolve issues of sexual harassment?
- 5.1.16 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?
- 5.1.17 How does the College elicit the cooperation from all stakeholders to ensure overall development of the students considering the curricular and co - curricular activities, research, community orientation, etc. ?
- 5.1.18 What special schemes/mechanisms are in place to motivate students for participation in extracurricular activities such as sports, cultural events, etc?
- 5.1.19 How does the College ensure participation of women in ‘intra’ and ‘inter’ institutional sports competitions and cultural activities? Provides details of sports and cultural activities in which such efforts were made?

## 5.2 Student Progression

- 5.2.1 Provide details of programme-wise success rate of the College for the last four years. How does the College compare itself with the performance of other autonomous Colleges / universities (if available)
- 5.2.2 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the observed trends.

Student progression	%
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Employed	
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	

- 5.2.3 What is the Programme-wise completion rate/dropout rate within the time span as stipulated by the College/University?
- 5.2.4 What is the number and percentage of students who appeared/qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.
- 5.2.5 Provide details regarding the number of Ph.D/D.Sc./D.Litt. theses submitted, accepted, resubmitted and rejected in the last four years.

### **5.3 Student Participation and Activities**

- 5.3.1 List the range of sports and games, cultural and extracurricular activities available to students. Provide details of participation and program calendar.
- 5.3.2 Provide details of the previous four years regarding the achievements of students in co-curricular, extracurricular activities and cultural activities at different levels: University / State / Zonal / National / International, etc.
- 5.3.3 How often does the College collect feedback from students for improving the support services? How is the feedback used?
- 5.3.4 Does the College have a mechanism to seek and use data and feedback from its graduates and employers, to improve the growth and development of the College?
- 5.3.5 How does the College involve and encourage students to publish materials like catalogues, wall magazines, College magazine, and other material? List the major publications/ materials brought out by the students during the previous academic session.
- 5.3.6 Does the College have a Student Council or any similar body? Give details on its constitution, major activities and funding.
- 5.3.7 Give details of various academic and administrative bodies that have student representatives on them. Provide details of their activities.

***Any additional information regarding Student Support and Progression, which the institution would like to include.***