

*Note: This ISAR may be availed in soft copy for the purpose of preparing the ISAR and typing the answers to the questions. Please drop an email to the Chief Program Officer, QAAD, DAHE, MoE for it.
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Institutional Self Assessment Report

The Institutional Self Assessment Report (ISAR) shall consist of the following three parts:

- A. Executive Summary
- B. Profile of the institution
- C. Criteria-wise inputs

The details of each part are outlined below.

A. Executive Summary (short write-up for each criterion with a maximum of five to six pages).

Criterion 1- Curricular elements:

This criterion deals with how the curriculum aligns with the mission statement of the institution. It also considers the practices of initiating a wide range of programme options and courses that are relevant to the national needs and global trends. This criterion deals with 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 various methods are considered. It also probes into the adequacy, competency, efficiency and continuous professional development of the faculty.

Criterion 2: Research, Innovative practices and Institutional linkages:

This criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, consultancy and extension. It deals with the facilities provided and efforts made by the institution to promote a research culture. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspects of this criterion.

Criterion 3: Governance, Leadership and Management:

This criterion helps to gather data on the policies and practices of an institution related to planning human resource requirement, recruitment, training, performance appraisal and financial management. Participatory management procedures and creative governance of resources are considered here.

Criterion 4: Infrastructure and Learning resources:

This criterion seeks to elicit data on the adequacy and optimal use of the facilities available in an institution, to maintain the quality of academic and other programmes on the campus. It also requires information on how every component of the institution including students and staff benefit from these facilities. Expansion of facilities to meet future development is included among other considerations.

Criterion 5: Student services:

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 progression. It also seeks information on student and alumni profiles.

Criterion 6: Internal quality assurance and Enhancement system:

This criterion focuses on establishing internal quality assurance system in the institution that helps in academic excellence. It seeks information on how the institution takes the responsibility of continuous improvement for the quality of achieving excellence.

B. Profile of the institution

1. Name and address of the institution
2. Contact Address for communication (Head & Coordinator)
3. Status of the institution (Constituent/ affiliated/ others)
4. Date of establishment
5. Details of affiliation or Governing Board
6. Source of funding
7. Unit cost of education
8. Conferment of autonomy
9. Total area and facilities available
10. List of programmes offered
11. New programmes introduced during the last five years
12. No. of programmes with choice-based system
13. List of departments
14. No. of faculty, administrative & support staff and details
15. No. of visiting/guest faculty
16. No. of students admitted during the last five years by gender
17. Details of student enrolment by levels/programmes
18. Details of self-financed students – programme-wise
19. Faculty student ratio for each programme
20. Any programme offered by mixed mode education
21. Dropout rate in each programme
22. Date of last accreditation
23. No. of working days during the last academic year
24. No. of teaching days during the last academic year
25. Date of establishment of Internal Quality Assurance Unit(IQAU)
26. Details of submission of Annual Quality Assurance Reports (AQAR)
27. Any other relevant data not covered above

C. Criteria-wise inputs

For each of the six criteria, there is a list of questions to help the institution prepare the Institutional Self Assessment Report. The questions which are found to be irrelevant may be marked as “irrelevant”.

Criterion 1: Curricular elements

1.1 Curriculum design and development

- 1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.
- 1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example/s.
- 1.1.3 What type of support (procedural and practical) do the faculties receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?
- 1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the curriculum provided by the affiliating University or other statutory agency.
- 1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the University in effective operationalisation of the curriculum?
- 1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (Number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions, etc.)
- 1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('needs assessment', design, development and planning) and the courses for which the curriculum has been developed.
- 1.1.8 How does the institution analyse/ensure that the stated objectives of the curriculum are achieved in the course of implementation?

1.2 Academic flexibility

- 1.2.1 Specifying the goals and objectives, give details of the certificate/diploma/skill development courses etc., offered by the institution.
- 1.2.2 Does the institution offer programmes that facilitate twinning/dual degree? If 'yes', give details.
- 1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability (range of core/elective options offered by the University and those opted by the college; choice-based credit system and range of subject options; courses offered in modular form; credit transfer and accumulation facility; lateral and vertical mobility within and across programmes and courses; enrichment courses).
- 1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary, etc.
- 1.2.5 Does the institution provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes', provide details of such programmes and the beneficiaries.
- 1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and distance mode of education for students to choose the courses/combination of their choice? If 'yes', how does the institution take advantage of such provision for the benefit of students?

1.3 Feedback on curriculum

- 1.3.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?
- 1.3.2 Is there a formal mechanism to obtain feedback from academic peers, employers, students and stakeholders on relevancy of curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

1.3.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?

1.4 Curriculum Update

1.4.1 Does the institution revise the curriculum based on the recent trends and development? If 'yes', give details.

1.4.2 Does the institution update the curriculum based on the feedbacks, political and social needs of the country? If yes, give details and how is it communicated to the public?

1.5 Catering to diverse needs

1.5.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

1.5.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details of the process.

1.5.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/remedial/add-on/enrichment courses, etc.)

1.5.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment, etc.?

1.5.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

1.5.6 How does the institute collect, analyse and use the data and information on the academic performance of the students at risk of drop out (those coming from disadvantaged sections of society, physically challenged, slow learners, economically weaker sections, etc.)?

1.6 Teaching-learning process

1.6.1 How does the institution plan and organise the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)

1.6.2 How does IQAU contribute to improve the teaching-learning process?

1.6.3 What steps have been taken to make learning more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning, and independent learning among the students?

1.6.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

1.6.5 What are the technologies and facilities available and used by the faculty for effective teaching? (e.g. VLE, e-learning resources, open educational resources, mobile education, etc.)

1.6.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops, etc.)?

1.6.7 Give details of benefits on the academic, personal and psycho-social support and guidance services provided to the students.

1.6.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years. What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

1.6.9 How are library resources used to augment the teaching-learning process?

1.6.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

1.6.11 How does the institute monitor and evaluate the quality of teaching learning?

1.7 Faculty Recruitment

- 1.7.1 Enumerate on how the institution recruits the competent and qualified faculties to accomplish the mission and goals of the institution.
- 1.7.2 Does the institute consider the highest earned degrees in the discipline deeming competence, effectiveness, capacity and experience? If 'yes' please provide the minimum qualifications and experience required by the applicants.
- 1.7.3 Provide details on recruitment criteria and procedures while recruiting the faculties.
- 1.7.4 Does the institute have transparent recruitment system? If 'yes', please explain in detail on the process.
- 1.7.5 What policies/systems in place to recruit and support the completion of high-quality faculty for the long term benefit of institution?
- 1.7.6 Does the institution have effective mechanism to retain the best faculty? (e.g. Motivation, training, monetary incentive and other benefits, etc.) If 'yes', explain in detail.

1.8 Faculty quality

- 1.8.1 Provide the following details and elaborate on the strategies adopted by the institution in planning and management (recruitment and retention) of its human resources (qualified and competent teachers) to meet the changing requirement of the curriculum.
- 1.8.2 How does the institution cope with the growing demand/scarcity of qualified senior faculty to teach new programmes/modern/emerging areas of study being introduced? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.
- 1.8.3 Provide details on staff development programmes during the last four years elaborating on the strategies adopted by the institution in enhancing the teacher quality (nomination, coverage of various tools and technology for improved teaching, percentage of faculty, resourcing/ participation and paper presentation).
- 1.8.4 What policies/systems are in place to recharge teachers? (e.g. providing research grants, study leave, support for research and academic publications, teaching exchange programmes and industrial engagement, etc.)
- 1.8.5 Give the number of faculty who received awards/recognition at the Dzongkhag, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.
- 1.8.6 Has the institution introduced evaluation of teachers by the students and external peers? If 'yes', how is the evaluation used for improving the quality of the teaching-learning process?

1.9 Evaluation process and reforms

- 1.9.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?
- 1.9.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?
- 1.9.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?
- 1.9.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite few examples which have positively impacted the system.
- 1.9.5 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students' results/achievements (programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

- 1.9.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightings assigned for the overall development of students (weightings for behavioural aspects, independent learning, communication skills, etc.)
- 1.9.7 Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes', provide details on the process and cite a few examples.
- 1.9.8 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

Criterion 2: Research, Innovative practices and Institutional linkages

2.1 Promotion of research

- 2.1.1 Does the institution have recognised research centre/s of the affiliating University or any other agency/organisation?
- 2.1.2 Does the institution have a research committee to monitor and address the issues of research? If so, what is the composition? Mention a few recommendations made by the committee for implementation and their impact.
- 2.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects? (autonomy to principal investigator, timely availability/release of resources, adequate infrastructure and human resources, time-off, reduced teaching load, special leave, etc. to lecturers; support in technology and information needs; etc.)
- 2.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?
- 2.1.5 Give details of the faculty involvement in active research (guiding student research, leading research projects, engaged in individual/collaborative research activity, etc.)
- 2.1.6 Give details of workshops/training programmes/ sensitization programmes organised by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.
- 2.1.7 Provide details of prioritized research areas and the expertise available with the institution.
- 2.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with lecturers and students.
- 2.1.9 What percentage of the faculty has utilized sabbatical leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?
- 2.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/ transfer of relative findings of research of the institution and elsewhere to students and community.
- 2.1.11 Is there a provision in the institution research provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years.
- 2.1.12 What are the financial provisions made available to support student research projects by students?
- 2.1.13 How does the various departments/units/staff of the institute interact in undertaking interdisciplinary research? Cite examples of successful endeavours and challenges faced in organizing interdisciplinary research.
- 2.1.14 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes', give details.

2.2 Research and publication output

- 2.2.1 Highlight the major research achievements of the staff and students in terms of: patents obtained and filed (process and product); original research contributing to product improvement; research studies or surveys benefiting the community or improving the services; research inputs contributing to new initiatives and social development.
- 2.2.2 Does the institution publish or partner in publication of research journal/s? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?
- 2.2.3 Give details of publications by the faculty and students: publication per faculty; number of papers published by faculty and students in peer reviewed journals (national/international); number of publications listed in International Database (e.g. Web of Science, Scopus, Humanities International Complete, Dare Database, International Social Sciences Directory, EBSCO host, etc.); Monographs; Chapter in Books; Books edited; Books with ISBN/ISSN numbers with details of publishers; Citation Index; SNIP; SJR; Impact factor; h-index.
- 2.2.4 Provide details (if any) of: research awards received by the faculty; recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally; incentives given to faculty for receiving dzongkhag, national and internal recognitions for research contributions.

2.3 Consultancy

- 2.3.1 Give details of the systems and strategies for establishing institution-industry interface.
- 2.3.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?
- 2.3.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?
- 2.3.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.
- 2.3.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved : institution) and its use for institutional development?

2.4 Extension activities

- 2.4.1 How does the institution promote orientation and holistic development of students' institution-neighbourhood-community network and student engagement, contributing to good citizenship service?
- 2.4.2 What is the institutional mechanism to track students' involvement in various social movements/activities which promote citizenship roles?
- 2.4.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?
- 2.4.4 How does the institution plan and organise its extension and outreach programmes? Provide the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.
- 2.4.5 How does the institution promote the participation of students and faculty in extension activities including participation in national and international agencies?
- 2.4.6 Give details on social surveys, research or extension work (if any) undertaken by the institution to ensure social justice and empower students from under-privileged and vulnerable sections of society?
- 2.4.7 Reflecting on objectives and expected outcomes of the extension activities organised by the institution, comment on how they compliment students' academic learning experience and specify the values and skills inculcated.

- 2.4.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities.
- 2.4.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.
- 2.4.10 Give details of awards received by the institution for extension activities and contributions to the social/community development during the last four years.

2.5 Collaborations & institutional linkages

- 2.5.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives – collaborative research, staff exchange, sharing facilities and equipment, research scholarships, etc.
- 2.5.2 Provide details on the MoUs/arrangements (if any) with institutions of national importance/ other universities /industries/corporate entities, etc. and how they have contributed to the development of the institution.
- 2.5.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment/creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories, library, new technology, placement services, etc.
- 2.5.4 Highlighting the names of eminent scientists/participants, who contributed to the events, provide details of national and international conferences organised by the institution during the last four years.
- 2.5.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated (a) curriculum development /enrichment (b) internship/on the job training (c) summer placement (d) faculty exchange and professional development (e) research (f) consultancy (g) extension (h) publication (i) student placement (j) twinning programmes (k) introduction of new courses (l) student exchange (m) any other.
- 2.5.6 Detail on the systematic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.
- 2.5.7 Any other relevant information regarding research, consultancy and extension which the college would like to include.

2.6 Innovative practices

- 2.6.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the institution.
- 2.6.2 Elaborate on any two best practices as per the format which have contributed to the achievement of the Institutional Objectives and/or contributed to the quality improvement of the core activities of the college.
- Title of the practice: This title should capture the keywords that describe the practice.
 - Goal: Describe the aim of the practice followed by the institution. Brief the underlying principles or concepts in about 100 words.
 - The Context: Describe any particular contextual feature or challenging issues that have had to be addressed in designing and implementing the practice in about 150 words.
 - The Practice: Describe the practice and its implementation. Include anything about this practice that may be unique in the Bhutanese higher education. Also identify constraints or limitations, if any, in about 400 words.
 - Evidence of Success: Provide evidence of success such as performance against targets, benchmarks and review results. What do these results indicate? Describe in about 200 words.

- f. Problems encountered and Resource required: Identify the problems encountered and resources required to implement the practice in about 150 words.
 - g. Notes (Optional): Any other information that may be relevant and important to the reader for adopting/implementing the best practice in their institution in about 150 words.
- Contact Details: Contact details of the head of the institution.

Criterion 3: Governance, Leadership and Management

3.1 Institutional vision & leadership

- 3.1.1 State the vision and mission of the institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.
- 3.1.2 What is the role of top management, Director and faculty in design and implantation of its quality policy and plans?
- 3.1.3 What is the involvement of the leadership in ensuring: the policy statements and action plans for fulfillment of the stated mission; formulation of action plans for all operations and incorporation of the same into the institutional strategic plan; interaction with stakeholders; proper support for policy and planning, through need analysis, research inputs and consultations with the stakeholders; reinforcing the culture of excellence; champion organisational change.
- 3.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?
- 3.1.5 Give details of the academic leadership provided to the faculty by the top management.
- 3.1.6 How does the college groom leadership at various levels?
- 3.1.7 How does the college delegate authority and provide operational autonomy to the departments/ units of the institution and work towards decentralized governance system?
- 3.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

3.2 Organisational arrangements

- 3.2.1 Does the institution coherently plan and implement academic and administrative activities? If 'yes', explain those activities.
- 3.2.2 How does the institution practice relevant welfare schemes for students, faculty and staff?
- 3.2.3 Provide details on a systematic arrangement in the institution facilitating the optimum use of available resources, development of an enabling learning & research environment, excellence in scholarship and quality improvement.
- 3.2.4 Does the institution ensure decentralization and participative management with involvement of faculty, non-teaching staff and students in governance of the institution? If so, give the details of the process.

3.3 Strategy Development and Deployment

- 3.3.1 Does the institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?
- 3.3.2 Does the institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.
- 3.3.3 Describe the internal organisational structure and decision making processes.
- 3.3.4 Give a broad description of the quality improvement strategies of the institution for each of the following: Teaching and learning; Research and development; Community engagement; Human resource management.

- 3.3.5 How does the head of the institution ensure that adequate information (from feedback and personal contacts, etc.) is available for the top management and the stakeholders, to review the activities of the institution?
- 3.3.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?
- 3.3.7 Enumerate the resolutions made by the Management Board in the last year and the status of implementation of such resolutions.
- 3.3.8 Does the affiliating University make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?
- 3.3.9 How does the institution ensure that grievances/complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?
- 3.3.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these.
- 3.3.11 Does the institution have a mechanism for analysing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

3.4 *Human resource management*

- 3.4.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?
- 3.4.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibilities they perform?
- 3.4.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.
- 3.4.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?
- 3.4.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?
- 3.4.6 What are the measures taken by the institution for attracting and retaining eminent faculty?

3.5 *Financial management and resource mobilization*

- 3.5.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?
- 3.5.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.
- 3.5.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with institutions, if any.
- 3.5.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

Criterion 4: Infrastructure and Learning Resources

4.1 *Physical facilities*

- 4.1.1 What is the policy of the institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?
- 4.1.2 Detail the facilities available for (a) curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, specialized facilities and equipment

for teaching, learning and research, etc. (b) extra-curricular activities – sports, outdoor games, gymnasium, auditorium, public speaking, communication skills development, yoga, health and hygiene, etc.

- 4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/ augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/campus and indicate the existing physical infrastructures and the future planned expansions, if any).
- 4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?
- 4.1.5 Give details on the residential facility and various provisions available within them: hostel accommodation facilities, recreational facilities, computer facilities including access to internet in hostel, facilities for medical emergencies, library facilities including borrowings, Internet and Wi-Fi facility, recreational facilities including common rooms with audio-visual equipments, residential facility for staff and occupancy, constant supply of safe drinking water, and security.
- 4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?
- 4.1.7 Give details of the common facilities available on the campus – spaces for special units like IQAC, Grievance Redressal Unit, Counseling and career guidance , placement unit, health centre, cafeteria, stationery shop, recreational space for staff and students, safe drinking water facility, auditorium, etc.

4.2 Maintenance of infrastructure

- 4.2.1 How does the institution ensure optimal allocation and utilization of the available financial resource for maintenance and upkeep of the following facilities - building, furniture, equipment, computers, vehicles, etc.? (Substantiate your statements by providing details of budget allocated during the last four years).
- 4.2.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?
- 4.2.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?
- 4.2.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water, etc.)?
- 4.2.5 Any other relevant information regarding infrastructure and learning resources which the institute would like to include.

4.3 Library as a learning resource

- 4.3.1 Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?
- 4.3.2 Provide details of the following: total area of the library (in sq. metre); total seating capacity; working hours (on working days, on holidays, before examination days, during examinations days, during vacation); lay out of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT-zone for accessing e-resources).
- 4.3.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.
- 4.3.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection (OPAC; Electronic resource management package for e-journals; Federated searching tools to search articles in multiple databases; Library website; In-house/remote access to e-publications; Library

automation; Total number of computers for public access; Total number of printers for public access; Internet bandwidth/speed; Institutional repository; Content management system for e-learning; Participation in resource sharing networks/consortia.

- 4.3.5 Provide details on the following items: Average number of walk-ins per day; Average number of books issued/returned; Ratio of library books to students enrolled; Average number of books added during the last three years; Average number of log in to OPAC and to e-resources; Average number of e-resources downloaded/printed; Number of information literacy trainings organised; Details of books weeded out.
- 4.3.6 Give details of the specialized services provided by the library (e.g. Reprography, Inter library loan service, information deployment and notification, download, printing, scanning, remote access, assistance in searching database, user orientation and awareness, etc.)
- 4.3.7 Enumerate on the support provided by the library staff to the students and lecturers of the college.
- 4.3.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.
- 4.3.9 What strategies are deployed by the library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?

4.4 *ICT as learning resources*

- 4.4.1 Give details on the computing facility available (hardware and software) at the institution (Number of computers with configuration; Computer student ratio; Stand alone facility; LAN facility; Licensed software; Number of nodes/computers with internet facility; any other).
- 4.4.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off campus.
- 4.4.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?
- 4.4.4 Provide details on the provision made in the annual budget for procurement, up-gradation, deployment and maintenance of the computers and their accessories in the institution (year-wise for the last four years).
- 4.4.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/learning materials by its staff and students?
- 4.4.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to online teaching-learning resources, independent learning, ICT-enabled classrooms, learning spaces, etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

4.5 *Other facilities*

- 4.5.1 Explain other good practices that the institution utilizes for ensuring adequate infrastructure and learning resources for its optimum use.
- 4.5.2 What other supportive facilities on the campus are available to contribute for curricular, extra-curricular and administrative activities.
- 4.5.3 Elaborate on the accommodation facilities such as common rooms for students, canteens, in the campuses, hostels and guest house are adequate and standard.

Criterion 5: Student Services

5.1 *Admission process and student profile*

- 5.1.1 How does the college ensure publicity and transparency in the admission process?

- 5.1.2 Explain in detail the criteria adopted and process of admission (merit, common admission test conducted by BCSEA, combination of merit, entrance test and interview; any other) to various programmes of the institution.
- 5.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the country.
- 5.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes', what is the outcome of such an effort and how has it contributed to the improvement of the process?
- 5.1.5 Reflecting on the strategies adopted to increase/improve access for different categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the national commitment to diversity and inclusion.
- 5.1.6 Provide the details for various programmes offered by the institution during the last four years and comment on the trends i.e. reasons for increase/decrease and actions initiated for improvement.

5.2 Student progression

- 5.2.1 Provide the percentage of students progressing to higher education or employment (for the last four batches) highlighting the trends observed.
- 5.2.2 Provide details of the programme-wise pass percentage and completion rate for the last four years (cohort/batch wise as stipulated by the University). Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the other institutions of the affiliating university within the country.
- 5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?
- 5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out.

5.3 Student support

- 5.3.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure the commitment and accountability?
- 5.3.2 Specify the type, number and amount of institutional scholarships given to the students during the last four years and whether the financial aid was available and disbursed on time.
- 5.3.3 What percentages of students receive financial assistance from the government and other agencies?
- 5.3.4 What are the specific support services/facilities available for students from economically weaker sections, students with physical disabilities, overseas students, students who excel in sports or any other co-curricular activities, health insurance, coaching classes for final examinations, exposure to other institutions, support for slow learners, publication of student magazines, etc.
- 5.3.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.
- 5.3.6 Enumerate the policies and strategies of the institution which promote participation of students in extra-curricular and co-curricular activities such as sports, games, quiz competitions, debate and discussions, cultural activities, etc.
- 5.3.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various exams like RCSC recruitment exams, IELTS, TOEFL, GRE, CAT, etc.
- 5.3.8 What type of counseling services are made available to the students (academic, personal, career, psycho-social, etc.)?

- 5.3.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).
- 5.3.10 Does the institution have a student grievance redressal cell? If 'yes', list the grievances reported and redressed during the last four years.
- 5.3.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?
- 5.3.12 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?
- 5.3.13 Enumerate the welfare schemes made available to students by the institution.
- 5.3.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

5.4 Student activities

- 5.4.1 List the range of sports, games, cultural and other extra-curricular activities available to students. Provide details of participation and programme calendar.
- 5.4.2 Furnish the details of major student achievements in co-curricular and extra-curricular activities at different levels – University, regional, national and international for the previous four years.
- 5.4.3 How does the institution seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?
- 5.4.4 How does the institution involve and encourage students to publish materials like catalogues, wall magazines, institution magazine and other materials? List the publications/materials brought out by the students during the previous four academic sessions.
- 5.4.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.
- 5.4.6 Give details of various academic and administrative bodies that have student representatives on them.
- 5.4.7 How does the institution network and collaborate with the alumni and former faculty of the institution.
- 5.4.8 Any other relevant information regarding student support and progression which the college would like to include.

5.5 Stakeholder relationships

- 5.5.1 Does the institution have affiliations and interactions with other agencies to enable influence on the actions, decisions, policies and practices of the organizations? If yes, mention the names of the affiliating agencies and details including their activities that influence the institution.
- 5.5.2 How does the institution create general awareness and commitment on social responsibilities in the institution?

5.6 Credit transfer system

- 5.6.1 Has the institution established the provision for credit transfer system with other institutions? If yes, how?
- 5.6.2 How does the institution implement credit transfer by making appropriate arrangements with other institutions in line with the BQF?
- 5.6.3 How does the institution facilitate students exchange programme through credit transfer?
- 5.6.4 How does the institution provide information and advice to students about currently articulated pathways and applicable credit transfer?

5.7 Employability

- 5.7.1 How does the institution facilitate employment of its graduates after their graduation?
- 5.7.2 Does the institution maintain information on employment of graduates? If so, give details (e.g. every six months after the graduation from institution etc.)
- 5.7.3 Describe how the institution facilitates to provide labour market information to the graduates.
- 5.7.4 How does the institution equip students with effective job search skills?

5.8 Performance

- 5.8.1 Is there any external confirmation of student's academic achievement, for example BCSE?
- 5.8.2 Has the graduate made any outstanding contributions to society or prizes given to graduates from institutions other than their home institution?

5.9 Alumni services

- 5.9.1 Does the institution have provision to undertake tracer studies to find out relevance of the course and employment status of graduates periodically?
- 5.9.2 Describe the mechanism for effective network with its alumni.
- 5.9.3 Is there any system for involving alumni through various activities? If yes, what are the activities?
- 5.9.4 Is there any recognition mechanism in place for outstanding alumni? If so, mention the mechanism with brief explanation.

Criterion 6: Internal quality assurance and Enhancement system

6.1 Internal quality assurance system

- 6.1.1 Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?
- 6.1.2 How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?
- 6.1.3 Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.
- 6.1.4 How do students and alumni contribute to the effective functioning of the IQAC?
- 6.1.5 How does the IQAC communicate and engage staff from different constituents of the institution?
- 6.1.6 Does the institution have an integrated framework for quality assurance of the academic and administrative activities? If 'yes', give details on its operationalization.
- 6.1.7 Does the institution provide training to its staff for effective implementation of the quality assurance procedures? If 'yes', give details enumerating its impact.
- 6.1.8 Does the institution undertake academic audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?
- 6.1.9 How is the internal quality assurance mechanism aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?
- 6.1.10 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome.
- 6.1.11 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?
- 6.1.12 Any other relevant information regarding governance, leadership and management which the college would like to include.

6.2 *Institutional effectiveness*

- 6.2.1 How does the institution identify the expected outcomes in order to design the programmes as per the needs?
- 6.2.2 How does the institution assess whether it has achieved the outcomes and provides evidences of improvement based on the analysis of results?
- 6.2.3 Explain how the institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.