

## Standard Operating Procedure for Data Validation and Verification (Affiliated UG/PG)

### For HEIs – (updated as on 9/7/19)

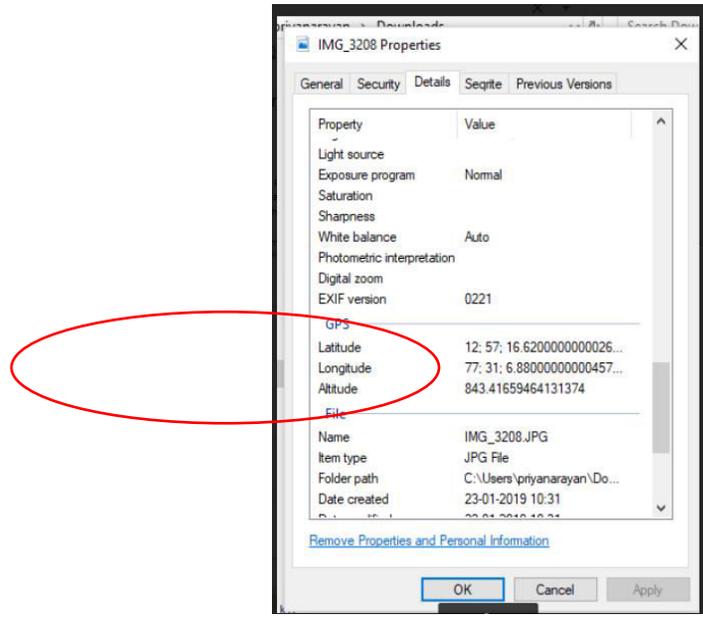
#### **General Guidelines:**

- The NAAC Portal supports only 5MB data for each metric. To the extent possible, kindly upload the data in NAAC website only. If the attachments exceed 5MB, host the supporting documents in the HEI's website and provide the link of the same in the template and/or in the HEI-DVV clarification space.
- While providing the links of the HEI's website where the supporting documents are hosted, provide the link in the HEI clarification box. While providing the links in running text, press "enter" and then paste the link and again press "enter". This will enable hyperlink.
- Provide the supporting documents during the SSR submission to facilitate speedy DVV clarification process.
- It is mandatory to fill the templates in format provided by NAAC and attach the same in SSR. The HEI is not supposed to alter the format in which data is sought in template.
- **The documents uploaded should be clearly readable for the claims to be considered.**
- It is mandatory to respond to all the DVV clarification raised in extended profile and metrics within stipulated time. If the data is large, ensure to fill the data template. During DVV clarification, the DVV will seek for sample selective documents for validation. It is mandatory to provide documents of all the samples sought by DVV, failing which pro rata data will be implemented.
- Data should not be hosted in Google drive and in any third party websites. The data should be both in the NAAC portal and in the HEI website.

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- **The data that are hosted in the HEI's website should not be changed after the submission of link to the NAAC. Such incidences will be viewed seriously as misappropriation of data and may lead to actions against the HEI.**
- While providing links the institution should ensure that the links work properly and are operational. The institution also should give the links as appropriate to the metric and not general links whose landing page is the HEI's home page. In case the links does not work during DVV clarification, it would deem fit to the decision of DVV.
- Content of the Supporting documents in regional languages should be translated in English and should be duly signed by the head of the institution. The translated copy should be uploaded along with the regional language document.
- Geotagging: Kindly follow the steps to obtain a Geo-tagged photo:
  - (1) In setting of your digital camera, set the location on.
  - (2) If you are taking photos in a smart phone, then set the location on.
  - (3) Take pictures after setting the location on.
  - (4) Download the pictures in a computer system and examine the properties. In properties, click on the details tab, scroll down to see GPS: you will see something like the picture provided below, the value entries in latitude and longitude will determine the location in which the photo was taken.

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Sd/- Director

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<b>Sl. No.</b>	<b>Metric</b>	<b>Documents Needed</b>	<b>Specific instruction to HEIs</b>	<b>Avoid</b>
1.	<b>1.1.2</b> Number of certificate/diploma program introduced during the last five years	<ul style="list-style-type: none"> <li>• Details of each program such as : <ul style="list-style-type: none"> <li>❖ Name of the program, duration, list of students enrolled, curriculum, assessment procedures year-wise</li> <li>❖ Summary report of each program year-wise</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Certificate programs of minimum 30 hours duration to be considered</li> <li>• Diploma programs should be of at least of 120 hours</li> <li>• Norms for PG diploma as per the norms of affiliating University</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid programs conducted / listed under value added / vocational programs</li> <li>• Avoid considering certificate programmes of less than a weak?</li> </ul>
2.	<b>1.1.3</b> Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years	<ul style="list-style-type: none"> <li>• Nomination Letter from the University/Autonomous College indicating membership on BoS, Faculty and Academic Council / PG Council valid for the assessment period</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in one or more bodies of different Institutions by one full-time teacher to be counted only once.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in BOE, LIC, Subject Syllabus Committee, Peer Team Visit, IQAC meetings, Examiner ship, Own institution or any other institutions etc., will not be considered in this metric</li> </ul>
3.	<b>1.2.1</b> Percentage of new courses introduced of the total number of courses across all programs offered during the last five years	<ul style="list-style-type: none"> <li>• List of new courses introduced by the affiliating University highlighting the courses introduced in the Institution year-wise</li> </ul>	<ul style="list-style-type: none"> <li>• Refer the Glossary in the manual to understand the terminologies: COURSE, PROGRAM</li> </ul>	
4.	<b>1.2.2</b> Percentage of programs in which Choice Based Credit System (CBCS)/elective course system has been implemented	<ul style="list-style-type: none"> <li>• University circulars stating implementation of CBCS/Electives by the institution</li> </ul>	<ul style="list-style-type: none"> <li>• Either CBCS/ Electives or both can be considered</li> <li>• If CBCS/Electives, course</li> </ul>	

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	(Current year data)	<ul style="list-style-type: none"> <li>• Structure of the program clearly indicating courses, credits/Electives as approved by the competent body.</li> </ul>	<p>structure along with credit details to be given.</p> <ul style="list-style-type: none"> <li>• If elective, list of elective offered for the program to be given</li> <li>• If both, CBCS details alone is sufficient.</li> </ul>	
5.	<b>1.2.3</b> Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years	<ul style="list-style-type: none"> <li>• Year-wise List of the students enrolled in the Program as defined in 1.1.2</li> </ul>	The DVV may seek for certificates of random selected students during DVV clarification	
6.	<b>1.3.2</b> Number of value-added courses imparting transferable and life skills offered during the last five years	<ul style="list-style-type: none"> <li>• Brochure or /Course content of Value added courses</li> </ul>	<ul style="list-style-type: none"> <li>• Courses of varying durations (of at least 30 contact hours), that are optional, and offered outside the curriculum that add value and helping them students in getting placed</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid courses opted by student/students not offered by the institution</li> </ul>
7.	<b>1.3.3</b> Percentage of students undertaking field projects / internships (Current year data)	<ul style="list-style-type: none"> <li>• Internship completion certificate from the organization where internship was completed.</li> <li>• Report of the field visit / sample photographs of the field visit permission letter will be considered</li> </ul>	<ul style="list-style-type: none"> <li>• Only current year (Recently completed Academic Year) data to be considered</li> <li>• One student involved in multiple Field works and/or internship should be counted as one.</li> <li>• Internship completion certificate given to the students by the host organisation will be asked</li> </ul>	<ul style="list-style-type: none"> <li>• Mere list of students cannot be considered without relevant supporting documents</li> </ul>

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			<p>during DVV process with specific student list.</p> <ul style="list-style-type: none"> <li>• In case field visit, course content mentioning in favour of field visit, along with filed visit report.</li> </ul>	
8.	<p><b>1.4.1</b> Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise Options: A. Any 4 of above B. Any 3 of above C. Any 2 of above D. Any 1 of above E. None of the above</p>	<ul style="list-style-type: none"> <li>• Stakeholder feedback analysis report.</li> <li>• Action taken report of the Institution on feedback report as minutes by the Governing Council, Syndicate, Board of Management and IQAC.</li> </ul>	<ul style="list-style-type: none"> <li>• The feedback concerned with curriculum development only can be considered</li> <li>• Only filled –in feedback report will be considered</li> <li>• In case of selecting C, B, or A provide three filled forms from each criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback not related to design and review of syllabus will not be considered</li> </ul>
9.	<p><b>1.4.2</b> Feedback processes of the institution may be classified as follows: A. Feedback collected, analysed and action taken and feedback available on website B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected</p>	<ul style="list-style-type: none"> <li>• Stakeholder feedback report.</li> <li>• Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management.</li> </ul>	<ul style="list-style-type: none"> <li>• In case of option A, only those links which leads directly to the concerned web page hosting action taken report will be considered</li> <li>• Un available websites will not be considered.</li> <li>• In case of option B,C and D reports of the same shall be provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback not related to design and review of syllabus will not be considered</li> </ul>

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10.	<b>2.1.1</b> Average percentage of students from other states and countries during the last five years	<ul style="list-style-type: none"> <li>• Copy of the domicile certificate/passport from respective states / countries</li> <li>• Previous degree/ Matriculation / HSC certificate from other state or country</li> </ul>	<ul style="list-style-type: none"> <li>• In case of large data, the DVV will seek for the above mentioned documents for specific list of students during DVV clarification.</li> </ul>	
11.	<b>2.1.2</b> Average Enrolment percentage (Average of last five years)	<ul style="list-style-type: none"> <li>• Document relating to Sanction of intake from University</li> <li>• Approved admission list year-wise/ program-wise</li> </ul>	<ul style="list-style-type: none"> <li>• Sanctioned admission strength in each program vs No. of Application received for each program</li> </ul>	
12.	<b>2.1.3</b> Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years	<ul style="list-style-type: none"> <li>• Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English)</li> <li>• Final admission list published by the HEI</li> <li>• Admission extract</li> </ul>	<ul style="list-style-type: none"> <li>• Include only those reserved categories as specified by State/central Government orders for admission.</li> <li>• Only those seats filled against the quota should be counted here.</li> </ul>	

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		submitted to the state OBC, SC and ST cell every year. <ul style="list-style-type: none"> <li>Initial reservation of seats for admission.</li> </ul>		
13.	<b>2.2.2</b> Student - Full time teacher ratio (current year data)		<ul style="list-style-type: none"> <li>A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Avoid inclusion of part-time / Ad-hoc / visiting faculty</li> </ul>
14.	<b>2.2.3</b> Percentage of differently abled students (Divyangjan) on rolls (current year data)	<ul style="list-style-type: none"> <li>Copy of disability certificate indicating the differently-abled status/Unique Disability Identification card scanned copy</li> </ul>	<ul style="list-style-type: none"> <li>Please provide the list of differently abled students (<i>Divyangjan</i>) <b>on rolls</b> in the current year (recently completed academic year)</li> </ul>	
15.	<b>2.3.2</b> Average percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), e-learning resources etc. (Current year data)	<ul style="list-style-type: none"> <li>List of teachers using ICT enabled learning facility.</li> <li>LMS website/ Academic management system.</li> <li>Link of LMS, moodles etc, link of resources created</li> <li>Geotagged Photos</li> </ul>		<ul style="list-style-type: none"> <li>Merely having a LCD in the classroom cannot be considered for ICT effective teaching</li> <li>Avoid considering teachers who occasionally use ICT for teaching only</li> </ul>
16.	<b>2.3.3</b> Ratio of mentor to students for academic and stress related issues (current year data)	<ul style="list-style-type: none"> <li>Copy of circular pertaining the details of mentor and their allotted mentees</li> <li>Approved Mentor list as announced by the HEI</li> <li>Allotment order of mentor to mentee</li> <li>In addition, issues raised</li> </ul>	<ul style="list-style-type: none"> <li>Only full-time teachers can be considered as mentors.</li> </ul>	

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		and resolved in the mentor system has to be attached mentor-wise		
17.	<b>2.4.1</b> Average percentage of full time teachers against sanctioned posts during the last five years	<ul style="list-style-type: none"> <li>Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)</li> </ul>	<ul style="list-style-type: none"> <li>Appointment letter of selected faculty will be asked during DVV clarification stage</li> <li>All full-time teachers with at least 90% prescribed workload should be counted as full-time teachers</li> </ul>	
18.	<b>2.4.2</b> Average percentage of full time teachers with Ph.D. during the last five years	<ul style="list-style-type: none"> <li>Copies of Ph.D. certificate</li> <li>Copies of Ph. D degree certificates</li> </ul>	<ul style="list-style-type: none"> <li>Mention number of full-time teachers with PhD year-wise irrespective year of award of Ph.D</li> <li>PhD certificates of selected faculty will be asked during DVV clarification stage if the data is large</li> </ul>	
19.	<b>2.4.3</b> Average teaching experience of full time teachers in number of years (Current year data)	<ul style="list-style-type: none"> <li>Experience certificate</li> </ul>	<ul style="list-style-type: none"> <li>Experience certificate/ appointment order of selected faculty will be asked during DVV clarification stage if the data is large</li> </ul>	

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20.	<b>2.4.4</b> Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognized bodies during the last five years	<ul style="list-style-type: none"> <li>• e-Copies of award letters (scanned or soft copy) for achievements</li> <li>• <b>e-Copies of award letters (scanned or soft copy) for achievements by the State, National and International level only</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Only State, National and International level from Government, recognised bodies only should be considered</li> <li>• The date of award should fall with-in the assessment period</li> <li>• One Full-time teacher to be counted once for a year irrespective of number of awards or recognition in the same year.</li> </ul>	<ul style="list-style-type: none"> <li>• Award that are local in nature need to be avoided.</li> <li>• Intra and inter university / institution awards to be avoided</li> <li>• Participation / presentation certificates – during paper presentation etc needs to be avoided</li> </ul>
21.	<b>2.4.5</b> Average percentage of full time teachers from other states against sanctioned posts during the last five years	<ul style="list-style-type: none"> <li>• Documentary evidence in support of teachers from other states</li> </ul>	<ul style="list-style-type: none"> <li>• Any relevant documentary proof establishing belonging to other states</li> <li>• Relevant documentary proof of selected faculty will be asked during DVV clarification stage if the data is large</li> </ul>	
22.	<b>2.6.3</b> Average pass percentage of students (Current year data)	<ul style="list-style-type: none"> <li>• Certified report from the Head of the Institution indicating pass percentage of students program-wise</li> </ul>	<ul style="list-style-type: none"> <li>• Only current final year (recently completed academic year) student data will be considered.</li> </ul>	
23.	<b>3.1.1.</b> Grants for research projects sponsored by the government and non-	<ul style="list-style-type: none"> <li>• E-copies of the grant award letters for research projects sponsored by</li> </ul>	<ul style="list-style-type: none"> <li>• Sanction letter of grants by the funding agency is mandatory to support the</li> </ul>	<ul style="list-style-type: none"> <li>• Grants given by their own trust / sister institutions not to be included</li> </ul>

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	government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)	government or non-government sources	claim, and the source of funding should be from government or non-government organisations. The duration of the grant period should align with the assessment period.	<ul style="list-style-type: none"> <li>Grants for Equipments / software / skill development centres will not be considered</li> <li>Grants for minor Research projects can also be considered?</li> </ul>
24.	<b>3.1.2</b> Percentage of teachers recognized as research guides at present (Not Applicable to <u>UG College</u> )	<ul style="list-style-type: none"> <li>E-copies of letters from the University indicating the name of the Guide / co-guide recognized</li> <li>Data pertaining to only teachers of the Institution during the assessment period</li> </ul>	<ul style="list-style-type: none"> <li>Teachers recognised as guides as on present date should be considered</li> <li>If the Data is large, the DVV will seek for the Guide ship letters of Specific list of Teachers during DVV clarification</li> </ul>	
25.	<b>3.1.3</b> Number of research projects per teacher funded by government and non-government agencies during the last five years  (For <u>UG College</u> weightage of this metric will be 7)	<ul style="list-style-type: none"> <li>List of research projects and funding details (Data Template)</li> <li>Copy of the letter indicating sanction of research project funded by govt./non-govt agency including details of name of teacher and amount in INR</li> </ul>	<ul style="list-style-type: none"> <li>This metric is about the number of projects</li> </ul>	<ul style="list-style-type: none"> <li>Non-government agency does not include own institution / trust / sister institutions</li> </ul>
26.	<b>3.2.2</b> Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the	<ul style="list-style-type: none"> <li>Detailed program report for each program should be made available</li> </ul>	<ul style="list-style-type: none"> <li>Only activities with a bearing on Intellectual Property Rights, Innovation practices, and Industry-academia initiatives should be considered here.</li> </ul>	<ul style="list-style-type: none"> <li>Avoid considering the workshops/seminars conducted only for Intellectual Property?</li> </ul>

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	last five years			
27.	<b>3.3.1</b> The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	<ul style="list-style-type: none"> <li>• Web link of the approved code of Ethics</li> <li>• Code of ethics as approved by the appropriate board of the university</li> </ul>	<ul style="list-style-type: none"> <li>• If yes, provide the copy of code of ethics for research, preferably hosted in the web</li> <li>• If hosted in the web, provide the web link should lead to the landing page where code of ethics for research is hosted.</li> <li>• If the link leads to the home page, the claim will not be considered.</li> </ul>	
28.	<b>3.3.2</b> The institution provides incentives to teachers who receive state, national and international recognition/awards	<ul style="list-style-type: none"> <li>• e-copies of the letters of incentives granted by the institutions to the awardees</li> </ul>	<ul style="list-style-type: none"> <li>• Ranges from Study leave to monetary and promotion benefits</li> <li>• If the data is large, details of incentives for selected faculty will be asked during DVV clarification process</li> </ul>	
29.	<b>3.3.3</b> Number of Ph.D.s awarded per teacher during the last five years (Not applicable to UG college)  Number of Ph.D.s Produced/guided per teacher during the last five years (Not applicable to UG college)?	<ul style="list-style-type: none"> <li>• PhD Award letters of students and Guideship letters of research supervisor.</li> <li>• Co-guides are also considered</li> <li>• Ph.D s awarded by other institutions are also considered (for DVV Partners)</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Phd awarded (not-ongoing) under every eligible research guide working as faculty in the institution should be considered.</li> <li>• The recognised guides should be authenticated with guideship letters awarded by the University.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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			<ul style="list-style-type: none"> <li>If the data is large, details of guideship letter/award details for selected faculty will be asked during DVV clarification process</li> </ul>	
30.	<b>3.3.4</b> Number of research papers per teacher in the Journals notified on UGC website during the last five years	<ul style="list-style-type: none"> <li>Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list</li> </ul>	<ul style="list-style-type: none"> <li>Only UGC-CARE approved Journals will be considered</li> </ul> <p>In your template paste the link of UGC approved list of journals available in this link:  <a href="https://www.ugc.ac.in/journal_list">https://www.ugc.ac.in/journal_list</a>  like  <a href="https://www.ugc.ac.in/journal_allist/ugc_admin_journal_report.aspx?eid=Mjc2MDk=">https://www.ugc.ac.in/journal_allist/ugc_admin_journal_report.aspx?eid=Mjc2MDk=</a>  for each publication</p> <ul style="list-style-type: none"> <li>In case of research papers published in deleted list of UGC until 2<sup>nd</sup> may 2018, the details in the link column may please mentioned as: the S.No of the journal –Deleted list</li> </ul>	<ul style="list-style-type: none"> <li>Incomplete entries will not be considered</li> <li>If details given are not complete with the UGC link, the respective publication will not be considered</li> <li>Journals notified by UGC and Inflibnet can also be considered?</li> </ul>
31.	<b>3.3.5</b> Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five	<ul style="list-style-type: none"> <li>E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national /international</li> </ul>	<ul style="list-style-type: none"> <li>Publications claimed for this metric should contain unique ISBN</li> </ul>	<ul style="list-style-type: none"> <li>The publication claimed in 3.3.4 not to be listed here</li> </ul>

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	years	conference-proceedings per teacher year-wise		
32.	<b>3.4.2</b> Number of awards and recognition received for extension activities from Government recognized bodies during the last five years	<ul style="list-style-type: none"> <li>• e-copy of the award letters</li> <li>• Any supporting document in relevance to the metric</li> <li>• List the extension activities for which awards/ recognitions are received</li> </ul>	<ul style="list-style-type: none"> <li>• These awards are to the institution and not to the individual and for extension activities only.</li> </ul>	<ul style="list-style-type: none"> <li>• Awards to the individuals should not be considered here.</li> </ul>
33.	<b>3.4.3</b> Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organizations through NSS/NCC/Red cross/YRC etc., during the last five years	<ul style="list-style-type: none"> <li>• Photographs or any supporting document of relevance should have proper captions and dates</li> <li>• Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated</li> </ul>	<ul style="list-style-type: none"> <li>• All evidences including photographs should have proper dates and captions respectively</li> <li>• Can be supplemented with Newspaper reports of events.</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid considering mere Industrial visit?</li> </ul>
34.	<b>3.4.4</b> Average percentage of students participating in extension activities with Government Organizations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years	<ul style="list-style-type: none"> <li>• Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated</li> <li>• Photographs or any supporting document of relevance should have</li> </ul>		

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		proper captions and dates		
35.	<b>3.5.1</b> Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years	<ul style="list-style-type: none"> <li>Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated</li> <li>E-copies of linkage related document.</li> </ul>	<ul style="list-style-type: none"> <li>Photographs or any supporting document of relevance should have proper captions and dates</li> </ul>	
36.	<b>3.5.2</b> Number of functional MoU's with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoU's with ongoing activities to be considered)	<ul style="list-style-type: none"> <li>E-copies of the MoU's with institution/ industry/ corporate house, indicating the start date and completion date</li> <li>List of activities conducted under each MoU year-wise signed by both parties</li> </ul>	<ul style="list-style-type: none"> <li>The MoU should be functional during the assessment period</li> <li>If the MoU is for three years viz 2011-2013, it shall be counted only once.</li> </ul>	
37.	<b>4.1.3</b> Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc. (Current year data)	<ul style="list-style-type: none"> <li>Hyper linked video.</li> <li>Geotagged Photos of class rooms /seminar halls with ICT</li> </ul>	<ul style="list-style-type: none"> <li>Specific number of classrooms and/or seminar halls with facilities for teaching-learning through ICT for the current year to be considered here.</li> </ul>	

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38.	<p><b>4.1.4</b> Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years (INR in Lakhs)</p>	<ul style="list-style-type: none"> <li>• Provide the consolidated fund allocation towards infrastructure augmentation facilities duly certified by Finance Officer</li> <li>• Highlight the relevant items in the balance sheet</li> </ul>	<ul style="list-style-type: none"> <li>• This metric is supposed to be looked at with the perspective of <b><u>infrastructure augmentation only</u></b></li> <li>• In case of privately funded University the document should be certified by Chartered Accountant also.</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid recurring expenditure on laboratory and acquisition of books and journals</li> </ul>
39.	<p><b>4.2.3</b> Does the institution have the following:</p> <ol style="list-style-type: none"> <li>1. e – journals</li> <li>2. e-ShodhSindhu</li> <li>3. Shodhganga membership</li> <li>4. e-books</li> <li>5. Databases</li> </ol> <p>Options:</p> <ol style="list-style-type: none"> <li>A. Any 4 of the above</li> <li>B. Any 3 of the above</li> <li>C. Any 2 of the above</li> <li>D. Any 1 of the above</li> <li>E. None of the above</li> </ol>	<ul style="list-style-type: none"> <li>• E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted</li> </ul>	<ul style="list-style-type: none"> <li>• Scan copy of books claimed as ebooks cannot be accepted.</li> <li>• In the absence of appropriate subscription letter, the claims will not be considered</li> </ul>	
40.	<p><b>4.2.4</b> Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)</p>	<ul style="list-style-type: none"> <li>• provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant</li> <li>• <b>Audited Statement highlighting the expenditure for</b></li> </ul>		

The list of the documents is only suggestive. If the Institution has any other relevant documents besides those mentioned by NAAC, the same may be uploaded.

		<p><b>purchase of books and journal library resources.</b></p> <ul style="list-style-type: none"> <li>• Proceedings of Library Committee meetings for allocation of fund and utilization of fund</li> </ul>		
41.	<b>4.2.5</b> Availability of remote access to e-resources of the library	<ul style="list-style-type: none"> <li>• Gateway used for remote access</li> <li>• Snap shot of landing page of remote access after log in to remote access</li> </ul>	<ul style="list-style-type: none"> <li>• The landing page of the link should lead to the login page of remote access</li> <li>• A link may be provided to NAAC</li> <li>• To substantiate the claim, a snap shot of details of remote access after login can be provided.</li> </ul>	
42.	<b>4.2.6</b> Percentage per day usage of library by teachers and students (Current year data)	<ul style="list-style-type: none"> <li>• E-copy/scan copy of log book for random check (any 5 working days)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the log book entries of Library users on any five days.</li> <li>• The DVV will ask for library log-book any random five selective days during DVV clarification process</li> <li>• The DVV should ask for log book data for specific dates on a sample basis</li> </ul>	
43.	<b>4.3.2</b> Student - Computer ratio (Current year data)	<ul style="list-style-type: none"> <li>• Computer available for student use only</li> <li>• Invoice / vouchers for the purchase of</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the number of computers for student use only</li> </ul>	<ul style="list-style-type: none"> <li>• The computers for office and faculty use will not be considered</li> </ul>

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		<p>computers</p> <ul style="list-style-type: none"> <li>• Highlight the purchase of computers in the approved Stock Register</li> </ul>		
44.	<p><b>4.3.3</b> Available bandwidth of internet connection in the Institution (Leased line) Options: A. ≥50 MBPS B. 35 MBPS - 50 GBPS C. 20 MBPS - 35 MBPS D. 5 MBPS - 20 MBPS E. &lt;5 MBPS</p>	<ul style="list-style-type: none"> <li>• Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth</li> </ul>		<ul style="list-style-type: none"> <li>• Snap shot of speed test for wifi/internet facility will not be considered</li> </ul>
45.	<p><b>4.3.4</b> Facilities for e-content development such as Media centre, Recording facility, Lecture Capturing System(LCS)</p>	<ul style="list-style-type: none"> <li>• geotagged photograph.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to <a href="https://www.ugc.ac.in/oldpdf/xiplanpdf/EContentxiplan.pdf">https://www.ugc.ac.in/oldpdf/xiplanpdf/EContentxiplan.pdf</a></li> </ul>	
46.	<p><b>4.4.1</b> Average expenditure incurred on <b><u>maintenance</u></b> of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years (INR in Lakhs)</p>	<ul style="list-style-type: none"> <li>• Provide balance sheet highlighting the items of expenditure incurred on <b><u>maintenance</u></b> of physical facilities and academic support facilities duly certified by Chartered Accountant.</li> <li>• Provide budget extract incurred on <b><u>maintenance</u></b> of physical facilities and</li> </ul>	<ul style="list-style-type: none"> <li>• The emphasis of this metric is in the <b>maintenance of physical and academic support facilities</b></li> </ul>	

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		academic support facilities duly certified by Chartered accountant.		
47.	<b>5.1.1</b> Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<ul style="list-style-type: none"> <li>• Upload sanction letter of scholarship.</li> <li>• Consolidated document of freeships and number of beneficiaries in each</li> <li>• Year-wise list and number of beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>• Only Government Scholarships (both state and central)</li> <li>• For large data, the DVV will ask documents for specific no of students in specific schemes during DVV clarification</li> </ul>	
48.	<b>5.1.2</b> Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years	<ul style="list-style-type: none"> <li>• Upload sanction letter year-wise</li> <li>• Copies of certificates of freeships, scholarships provided by various agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Sanctions by non-government agencies only</li> <li>• For large data, the DVV will ask documents for specific no of students in specific schemes during DVV clarification</li> </ul>	
49.	<b>5.1.3</b> Number of capability enhancement and development schemes– <ol style="list-style-type: none"> <li>1. Guidance for competitive examinations,</li> <li>2. Career Counseling,</li> <li>3. Soft skill development,</li> <li>4. Remedial coaching,</li> <li>5. Language lab,</li> <li>6. Bridge courses</li> <li>7. Yoga and Meditation</li> <li>8. Personal Counseling</li> </ol>	<ul style="list-style-type: none"> <li>• Web-link to particular program/scheme mentioned in the metric</li> <li>• Copy of circular /brochure /report of the event/ activity report</li> <li>• Report and photographs with date and caption for each scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Consider all the students who have enrolled for the schemes</li> </ul>	

The list of the documents is only suggestive. If the Institution has any other relevant documents besides those mentioned by NAAC, the same may be uploaded.

	Options: A. 7 or more of the above B. Any 6 of the above C. Any 5 of the above D. Any 4 of the above E. Any 3 of the above			
50.	<b>5.1.4</b> Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years	<ul style="list-style-type: none"> <li>• Copy of circular/brochure of such programs</li> <li>• Year-wise list of students attending each of these schemes signed by competent authority</li> </ul>	<ul style="list-style-type: none"> <li>• “Students benefited” refers to students enrolled / attending the said programs</li> </ul>	
51.	<b>5.1.5</b> Average percentage of students benefitted by Vocational Education and Training (VET) during the last five years	<ul style="list-style-type: none"> <li>• Copy of circular/brochure of such programs</li> <li>• List of VET programs and students enrolled therein year-wise</li> <li>• Summary report with program offered and duration</li> </ul>	<ul style="list-style-type: none"> <li>• The list of enrolled students in specific VET during DVV clarification will be sought during DVV clarification if the data is large</li> <li>• Include only those programs which are of a duration of three months or more</li> </ul>	
52.	<b>5.1.6</b> The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases	<ul style="list-style-type: none"> <li>• Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee.</li> <li>• Circular/web-link/</li> </ul>	<ul style="list-style-type: none"> <li>• Report of incident management of grievances from the concerned cell is essential.</li> <li>• The mechanism of addressal should be available as document and</li> </ul>	

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		committee report justifying the objective of the metric	preferably hosted in the HEI's Website. The link of the same shall be provided to validate the same.	
53.	<b>5.2.1</b> Average percentage of placement of outgoing students during the last five years	<ul style="list-style-type: none"> <li>• Annual reports of Placement Cell.</li> <li>• List of students placed along with placement details</li> </ul>	<ul style="list-style-type: none"> <li>• The placements through HEI placement drive only to be considered here.</li> <li>• If the data is large, DVV will ask for the appointment orders of the selected students</li> </ul>	
54.	<b>5.2.2</b> Percentage of student progression to higher education (previous graduating batch) (Current year data)	<ul style="list-style-type: none"> <li>• Upload supporting data for student/alumni in prescribed format.</li> </ul>	<ul style="list-style-type: none"> <li>• The details of selected students progressing to higher education will be asked by DVV during DVV clarification. The validating document for the same to be provided then.</li> </ul>	
55.	<b>5.2.3</b> Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg:NET/SLET/GATE/GMAT/CAT, GRE/TOFEL/Civil Services/State government examinations)	<ul style="list-style-type: none"> <li>• Pass Certificates of the examination</li> </ul>	<ul style="list-style-type: none"> <li>• List of students year-wise under each head</li> </ul>	<ul style="list-style-type: none"> <li>• In absence of certificate, the claim will not be considered.</li> </ul>
56.	<b>5.3.1</b> Number of awards/medals for outstanding performance in sports/cultural activities at	<ul style="list-style-type: none"> <li>• e-copies of award letters and certificates.</li> </ul>	<ul style="list-style-type: none"> <li>• Only nation or international achievements will be considered.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation/appreciation certificates at the regional/local /institutional levels</li> </ul>

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	national/international level (award for a team event should be counted as one) during the last five years			should be avoided
57.	<b>5.3.3</b> Average number of sports and cultural activities / competitions organised at the institution level per year	<ul style="list-style-type: none"> <li>• Report of the events/along with photographs appropriately dated and captioned year-wise.</li> <li>• Copy of circular/brochure indicating such kind of activities</li> </ul>	<ul style="list-style-type: none"> <li>• Events cannot be split into activities</li> <li>• Only the activities organised by the institution need to be considered</li> </ul>	•
58.	<b>5.4.2</b> Alumni contribution during the last five years (INR in Lakhs) Options: A. ≥ 5 Lakhs B. 4 Lakhs - 5 Lakhs C. 3 Lakhs - 4 Lakhs D. 1 Lakhs - 3 Lakhs E. <1 Lakhs	<ul style="list-style-type: none"> <li>• Annual audited statements of accounts highlighting Alumni contribution duly certified by Chartered Accountant.</li> <li>• Name of the alumnus/alumni with the amount contributed year-wise.</li> </ul>		
59.	<b>5.4.3</b> Number of Alumni Association /Chapters meetings held during the last five years	<ul style="list-style-type: none"> <li>• Copy of circular/brochure of such meetings/chapters</li> <li>• Agenda of the meetings and proceedings thereat of Alumni</li> </ul>	Random verification of minutes of the meeting will be sought for during DVV clarification	

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		Association/Chapters		
60.	<p><b>6.2.3</b> Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> <li>1. Planning and Development</li> <li>2. Administration</li> <li>3. Finance and Accounts</li> <li>4. Student Admission and Support</li> <li>5. Examination</li> </ol> <p>Options:</p> <ol style="list-style-type: none"> <li>A. All 5 of the above</li> <li>B. Any 4 of the above</li> <li>C. Any 3 of the above</li> <li>D. Any 2 of the above</li> <li>E. Any 1 of the above</li> </ol>	<ul style="list-style-type: none"> <li>• Institutional budget statements allocated for the heads of E_governance implementation</li> <li>• ERP Document</li> <li>• Screen shots of user interfaces of each module</li> <li>• Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate</li> <li>• Policy document</li> </ul>		
61.	<p><b>6.3.2</b> Average percentage of teachers provided with <b>financial support</b> to attend conferences / workshops and towards membership fee of professional bodies during the last five years</p>	<ul style="list-style-type: none"> <li>• Policy document on providing financial support to teachers</li> <li>• E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.</li> <li>• Audited statement of account highlighting the</li> </ul>	<ul style="list-style-type: none"> <li>• If the data is large, the DVV will seek for document of specific list of teachers during DVV clarification</li> </ul>	

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		financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.		
62.	<b>6.3.3</b> Average number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff during the last five years	<ul style="list-style-type: none"> <li>• List of professional development / administrative training programs organized by the institution</li> <li>• Brochures</li> <li>• Reports year-wise</li> <li>• List of participants of each programme</li> <li>• Photographs with date and caption.</li> </ul>		
63.	<b>6.3.4</b> Average percentage of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs during the last five years	<ul style="list-style-type: none"> <li>• Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated period participated year-wise.</li> <li>• E-copy of the certificates of the program attended by teachers.</li> <li>• List of participants for each programme during last five years.</li> <li>• Annual reports of the</li> </ul>	<ul style="list-style-type: none"> <li>• One teacher attending one or more professional development Program in a year to be counted as one only.</li> <li>• The DVV will ask for certificates of specific faculty during DVV process as a part of validation</li> </ul>	

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		AQAR submitted to NAAC		
64.	<b>6.4.2</b> Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III) (INR in Lakhs)	<ul style="list-style-type: none"> <li>• Annual statements of accounts.</li> <li>• Copy of letter indicating the grants/funds received by respective agency as stated in metric</li> <li>• Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant</li> </ul>		<ul style="list-style-type: none"> <li>• Avoid duplication</li> <li>• Funds from own institutions/own trust and sister institutions not to be considered</li> </ul>
65.	<b>6.5.3</b> Average number of quality initiatives by IQAC for promoting quality culture per year	<ul style="list-style-type: none"> <li>• IQAC link verification for upload of data/information</li> <li>• Copy of circular/reports/newsletter/invitation letter/brochure per event</li> </ul>	<ul style="list-style-type: none"> <li>• The initiatives should be through IQAC and should have special focus on promoting quality culture in the institution.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities other than quality initiatives not to be considered.</li> </ul>
66.	<b>6.5.4</b> Quality assurance initiatives of the institution include:	<ul style="list-style-type: none"> <li>• Annual reports of IQAC</li> <li>• AQARs of IQAC</li> <li>• e-Copies of the</li> </ul>	<ul style="list-style-type: none"> <li>• AQAR not applicable for cycle I</li> </ul>	

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	<ol style="list-style-type: none"> <li>1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements</li> <li>2. Academic Administrative Audit (AAA) and initiation of follow up action</li> <li>3. Participation in NIRF</li> <li>4. ISO Certification</li> <li>5. NBA or any other quality audit</li> </ol> <p>Options:</p> <ol style="list-style-type: none"> <li>A. Any 4 of the above</li> <li>B. Any 3 of the above</li> <li>C. Any 2 of the above</li> <li>D. Any 1 of the above</li> <li>E. None of the above</li> </ol>	<p>accreditations and certifications</p> <ul style="list-style-type: none"> <li>• Consolidated report of Academic Administrative Audit (AAA)</li> <li>• Supporting document in favour of participation in NIRF/link of NIRF submitted</li> <li>• ISO certificate (valid period)</li> <li>• Certificate of NBA or any other quality audit whichever claimed</li> <li>• Feedback analysis report</li> </ul>		
67.	<b>7.1.1</b> Number of gender equity promotion programs organized by the institution during the last five years	<ul style="list-style-type: none"> <li>• Detailed program report with photographs (date and caption) for each program should be made available</li> <li>• Copy of</li> </ul>	<ul style="list-style-type: none"> <li>• The focus of the program should be on gender equity/promotion</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid programme which does not pertain to gender.</li> </ul>

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		<p>circular/brochure/ Report of the program</p> <ul style="list-style-type: none"> <li>• Extract of Annual report</li> </ul>		
68.	<p><b>7.1.3 Environmental Consciousness and Sustainability</b> <u>Alternate Energy initiatives such as:</u> Percentage of annual power requirement of the Institution met by the renewable energy sources(current year data)</p>	<ul style="list-style-type: none"> <li>• Geotagged photos of energy sources</li> <li>• Proof in support of energy sources (Invoice etc.)</li> <li>• Green audit report</li> <li>• Renewable energy installation bills or maintenance bills can also be provided</li> </ul>		
69.	<p><b>7.1.4 Percentage of annual lighting power requirements met through LED bulbs (Current year data)</b></p>	<ul style="list-style-type: none"> <li>• Green audit report</li> <li>• Any supporting document in proof of same</li> </ul>		
70.	<p><b>7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</b></p>	<ul style="list-style-type: none"> <li>• Audited financial statement highlighting the expenditure on green initiatives and waste management</li> <li>• Provide the budget extract of audited statement specifically towards expenditure on green initiatives and waste management duly certified by chartered</li> </ul>	<ul style="list-style-type: none"> <li>• The extract of expenditure should focus only on green initiatives and waste management.</li> </ul>	

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		accountant and/or Finance Officer		
71.	<p><b>7.1.9</b> Differently abled (Divyangjan) friendliness Resources available in the institution</p> <ol style="list-style-type: none"> <li>1) Physical facilities</li> <li>2) Provision for lift</li> <li>3) Ramp / Rails</li> <li>4) Braille Software/facilities</li> <li>5) Rest Rooms</li> <li>6) Scribes for examination</li> <li>7) Special skill development for differently abled students</li> <li>8) Any other similar facility (Specify)</li> </ol> <p>Options:</p> <ol style="list-style-type: none"> <li>A. 7 and more of the above</li> <li>B. At least 6 of the above</li> <li>C. At least 4 of the above</li> <li>D. At least 2 of the above</li> <li>E. None of the above</li> </ol>	<ul style="list-style-type: none"> <li>• Photos (with date and caption) and videos</li> <li>• Link to Geotagged photos and videos</li> <li>• Bills and invoice/purchase order/AMC in support of facility</li> </ul>		
72.	<p><b>7.1.10</b> Inclusion and Situatedness</p> <p>Number of specific initiatives to address locational advantages and disadvantages during the last five years</p>	<ul style="list-style-type: none"> <li>• Summary report of each program conducted.</li> <li>• Copy of circular/brochure/ report of the initiative/photos of the initiatives/news report</li> </ul>	<ul style="list-style-type: none"> <li>• The focus of the program should be on specific initiatives to address locational advantages and disadvantages only</li> </ul>	<ul style="list-style-type: none"> <li>• NSS and NCC activities not to be considered here.</li> <li>• Activities mentioned in other metrics not to be considered.</li> </ul>

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		published		
73.	<b>7.1.11</b> Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)	<ul style="list-style-type: none"> <li>• Copy of circular/brochure/ report of the initiative/ photos of the initiatives/ news report published</li> <li>• Summary report of each program conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• The focus of the program should be on specific initiatives taken to engage with and contribute to local community</li> </ul>	<ul style="list-style-type: none"> <li>• NSS and NCC activities not to be considered here</li> <li>• Activities mentioned in other metrics not to be considered.</li> </ul>
74.	<b>7.1.12</b> Human Values and Professional Ethics Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff	<ul style="list-style-type: none"> <li>• University Code of Conduct for students</li> <li>• University Code of Conduct for teachers</li> <li>• Handbooks, manuals and brochures on human values and professional ethics</li> <li>• Report on the student attributes facilitated by the Institution</li> <li>• Web-Link to the relevant documents at Institution website</li> </ul>		
75.	<b>7.1.13</b> Display of core values in the institution and on its website	<ul style="list-style-type: none"> <li>• Link of the same in the website of HEI</li> <li>• Geotagged photos of display of core values</li> </ul>	<ul style="list-style-type: none"> <li>• The web link should direct to the Core values of the HEI specifically</li> </ul>	
76.	<b>7.1.14</b> The institution plans and organizes appropriate	Copy of circular/brochure/ report of such activity		

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	activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations			
77.	<b>7.1.15</b> The institution offers a course on Human Values and professional ethics	Course content along with structure of the program		
78.	<b>7.1.16</b> The institutional functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	Professional code prescribed by statutory body available in Web link of the HEI website		
79.	<b>7.1.17</b> Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	<ul style="list-style-type: none"> <li>• List of Activities/celebrations and their summary reports</li> <li>• Link to photos (with date and caption) and videos of activities/events</li> </ul>		

The list of the documents is only suggestive. If the Institution has any other relevant documents besides those mentioned by NAAC, the same may be uploaded.