Standard Operating Procedure for Data Validation and Verification for Teacher Education Colleges

General Guidelines:

- The NAAC Portal supports only 5MB data for each metric. To the extent possible, kindly upload the data in space provided in the SSR only. If the size of the documents exceeds 5MB, host the supporting documents on the HEI's website and provide the functional link of the same in the template.

- Ensure that institutional website is operational and all the links provided directly lead to the relevant page.

- 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 the template. The documents uploaded should be clearly readable for the claims to be considered.

- **Do not** host any data on Google Drive and on any third party websites. Such data will not be considered for validation and may also lead to rejection.

- It is mandatory to respond to all the DVV clarifications raised in respect of extended profile and the metrics within the stipulated time. Whenever the data is large, the DVV Partner might seek for details from selected sample documents for validation. Ascertain that all documents sought by the DVV Partner are uploaded.

- It is possible that both Extended Profile and some Quantitative Metrics (QnM) seek responses that require similar data/documents. In such cases, the data and supporting documents to be presented in the extended profile and in response to the metrics too.

- Once the data is uploaded and links are submitted to NAAC, changes/ additions are not permissible and any change in the documents will be tracked; such incidences will be viewed seriously as misappropriation of data and may lead to action against the HEI.

- During DVV clarification process ensure that the links are provided in the response box. While providing the links in running text, press "enter" and then paste the link and again press "enter". This will enable hyperlink.

- Ensure that the content of the supporting documents in regional languages are translated in English duly signed by the head of the institution. The translated copy should be uploaded along with the regional language document.

- All supporting documents submitted along with the SSR and additional documents submitted during DVV Clarification process should be signed by the competent authority.

- The TEI must ensure that documents provided in SSR and during DVV clarification **DO NOT** contradict or mismatch.

- For ease of understanding in TE manual certain terms have been used with a specific connotation throughout. They are:
  1.   Institution= Teacher Education Institution (TEI) for three streams General, Physical education, Special education
  2.   Student= student of TEI; student teacher
  3.   Teacher= teacher of the TEI; teacher educator

Geo-tagging:

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.
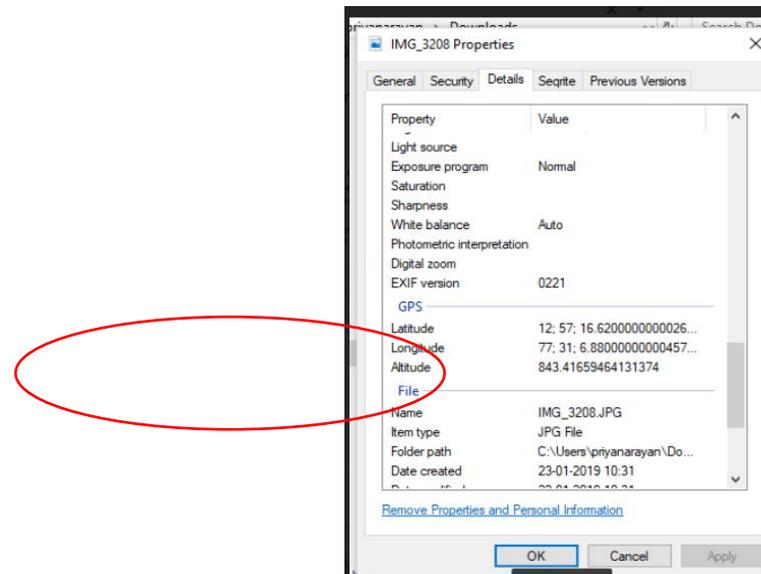
(Extended Profile) Standard Operating Procedure for Data Validation and Verification

Metric No.	Metric Details	Documents Requirement	Specific Instructions to HEIs	Not to be considered
1.1	Number of students on-roll year wise during the last five years	• Provide appropriate document duly certified by competent authorities	• Include the total number of students on rolls across all programs and all years of the programs, for each year of the assessment period	If a program is of semester scheme, do not add students of both odd and even semesters
1.2	Number of seats sanctioned year wise during the last five years	• Document relating to Sanction of intake from University for all programmes • Approval letter of NCTE for intake for all programmes	• Include total number of valid sanctioned post irrespective of year of sanction	
1.3	Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years	• Provide document showing the State Government / Central Government reservation policy for admission in higher education	• Include the number of reserved seats for the first year of each programme	
1.4	Number of outgoing/ final year students who appeared for final examination year wise during the last five years	• Provide authenticated document showing the number of outgoing/final year students in different programs during the	• Include all students eligible for registration for the final examination • During the DVV process the HEI may be asked to provide the list of final year students of specific programs identified by DVV partner.	

			assessment period	
1.5	Number of graduating students year-wise during last five years	• Provide the result sheets issued by the affiliating University	• Include only number of students who are graduated during the reference period	
1.6	Number of students enrolled year-wise during the last five years	• Provide approved admission list year-wise/ program-wise	• Consider only admissions to the first year of each program	
2.1	Number of full time teachers year wise during the last five years	• Provide the department wise list of full time teachers during the assessment period	• A full-time teacher is one who is employed for at least 90 per cent of the normal or statutory number of hours of work during the year	A teacher employed only for a part of a year not to be considered Inclusion of part-time / Ad-hoc / visiting faculty not to be considered
2.2	Number of Sanctioned posts year wise during the last five years	• List showing the names of the departments and the number of posts sanctioned for the respective departments. • Official letter(s) of sanction of posts from the statutory body/Government / Board of Management during the assessment period	• State/Central Government/Board of Management sanctioned posts to be considered	
3.1	Total expenditure excluding salary year wise during the last five years	• Audited Statement of Income and Expenditure		

		duly certified by the Finance officer / Competent authority highlighting the salary component		
3.2	Number of Computers in the institution for academic purposes	• Stock register extracts/invoice copy duly certified by the Principal	• Provide the number of computers available for student use	Exclude computers used for administrative purpose

(Metric wise) Standard Operating Procedure for Data Validation and Verification

Sl. No.	Metric Details	Documents Required	Specific Instructions to HEIs	Not to be Considered / Avoid
1.	1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni **Indicate the one/s applicable**	• List of persons who participated in the process of in-house curriculum planning • Meeting notice and minutes of the meeting for in-house curriculum planning • A copy of the programme of action for in- house curriculum planned and adopted during the last completed academic year		
2.	1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution	• URL to the page on website where the PLOs and CLOs are listed • Prospectus for the last completed academic year • Report and photographs with caption and date of student induction programmes • Report and photographs with caption and date of teacher	• Ensure that institutional website is operational and URL directly leads to relevant page containing PLOs and CLOs	

	2. Prospectus 3. Student induction programme 4. Orientation programme for teachers **Indicate the one/s applicable**	orientation programmes		
3.	1.2.1 Curriculum provides adequate choice of courses to students as optional /electives including pedagogy courses for which teachers are available	• Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum • Academic calendar showing time allotted for optional /electives/pedagogy courses	• 1.2.1.1 refers to the optional/electives/pedagogy courses offered by the institution according to teachers availability • 1.2.1.2 refers to the optional/electives/pedagogy courses available as per the University prescribed syllabus	
4.	1.2.2 Average number of value-added courses offered during the last five years	• Brochure and Course Content along with CLOs of Value added courses	• Courses of varying durations (of at least 30 contact hours), that are optional, and offered outside the curriculum that add value and helping students ' overall development	• The courses which are part of the syllabus not to be included
5.	1.2.3 Percentage of students enrolled in the value-added courses mentioned at 1.2.2 during the last five years	• List of the students enrolled in the value added course as defined in 1.2.2 • Course completion certificates	• During the DVV process, certificates of selected students may be sought	
6.	1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through	• Relevant documents highlighting the institutional facilities provided to the students to avail self study		

		courses as per Data Template • Document showing teachers' mentoring and assistance to students to avail of self-study courses		
	1. Provision in the Time Table 2. Facilities in the Library 3. Computer lab facilities 4. Academic Advice/Guidance **Indicate the one/s applicable**			
7.	1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years	• Certificates/ evidences for completing the self-study course(s) • List of the students enrolled and completed in the self study course	• During the DVV process, certificates of selected students may be sought	
8.	1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI **Indicate the one/s applicable**	• Sample filled-in feedback forms of the stake holders	• In case of selecting C, B, or A provide three filled forms from each criteria • Only filled –in feedback report will be considered • The feedback concerned with curriculum development only can be considered	
9.	1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the	• Stakeholder feedback analysis report with seal and signature of the Principal		

	institution comprises the following A. Feedback collected, analysed, action taken and available on website B. Feedback collected, analysed and action taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected **Indicate the one applicable**	• Action taken report of the institution with seal and signature of the Principal		
10.	2.1.1 Average enrolment percentage of students during the last five years	• Document relating to Sanction of intake from University • Approval letter of NCTE for intake for all programmes • Approved admission list year-wise/ program-wise	• Sanctioned admission strength in each program	
11.	2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years	• Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English Version) • Final admission list published by the HEI • Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	• Include only those reserved categories as specified by State/central Government orders for admission. • Only those seats filled against the quota should be counted here.	

12.	2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during the last five years	• Certificates of EWS and Divyangjan • List of students enrolled from EWS and Divyangjan		
13.	2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring/Academic Counselling 2. Peer feedback/Tutoring 3. Remedial learning engagement 4. Learning Enhancement /Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled). 7. Multilingual interactions and inputs **Indicate the one/s applicable**	• Relevant documents highlighting the activities to address the student diversities • Reports with seal and signature of Principal • Photographs with caption and date, if any		
14.	2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students 1. No Special effort put forth in accordance with learner needs 2. Only when students seek support	• Relevant documents highlighting the activities to address the differential student needs • Reports with seal and signature of principal • Photographs with caption and date		

	3. As an institutionalized activity in accordance with learner needs 4. Left to the judgment of the individual teacher/s **5.** Whenever need arises due to student diversity **Indicate the one applicable**			
15.	2.2.4 Student-Mentor ratio for the last completed academic year	• Relevant documents of mentor-mentee activities with seal and signature of the principal	• Only full-time teachers can be considered as mentors.	
16.	2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years	• Link to LMS		• Mere use of power point presentations not to be included here
17.	2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice	• Programme wise list of students using ICT support • Documentary evidence in support of the claim • Landing page of the Gateway to the LMS used		
18.	2.3.4 ICT support is used by students in various learning situations such as 1. Understanding theory courses 2. Practice teaching	• Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations		

	3. Internship 4. Out of class room activities 5. Biomechanical and kinesiological activities 6. Field sports **Indicate the one/s applicable**	• Geo-tagged photographs wherever applicable • Link of resources used		
19.	2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global **Indicate the one/s applicable**	• Documentary evidence in support of the selected response/s • Reports of activities conducted related to recent developments in education with video graphic support, wherever applicable		
20.	2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include 1. Organizing Learning (lesson plan)	• Documentary evidence in support of the selected response/s • Reports of activities with video graphic support wherever possible		

	2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) **Indicate the one/s applicable**			
21.	2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ individualized education plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied	• Reports and photographs / videos of the activities • Attendance sheets of the workshops/activities with seal and signature of the Principal • Documentary evidence in support of each selected activity		

	learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement **Indicate the one/s applicable**			
22.	2.4.3 Competency of effective communication is developed in students through several activities such as 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' 4. Classroom teaching learning situations along with teacher and peer feedback **Indicate the one/s applicable**	• Details of the activities carried out during last completed academic year in respect of each response indicated		
23.	2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses	• Samples prepared by students for each indicated assessment tool • Documents showing the different activities for evolving indicated assessment tools		

	1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales **Indicate the one/s applicable**			
24.	2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations **Indicate the one/s applicable**	• Documentary evidence in support of each response selected • Sample evidence showing the tasks carried out for each of the selected response		
25.	2.4.6 Students develop competence to organize academic, cultural, sports and community related events through 1. Planning and scheduling academic,	• Documentary evidence showing the activities carried out for each of the selected response • Report of the events organized		

	cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event **Indicate the one/s applicable**	• Photographs with caption and date wherever possible		
26.	2.4.7 A variety of assignments given and assessed for theory courses through 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study **Indicate the one/s applicable**	• Samples of assessed assignments for theory courses of different programmes		
27.	2.4.9 Average number of students attached to each school for internship during the last completed academic year	• Copy of the schedule of work of internees in each school • Plan of teacher engagement in school internship	• During the DVV process, internship schools may be approached for verification	
28.	2.4.10 Nature of internee engagement during internship consists of	• Sample copies for each of selected activities claimed • School-wise internship reports		

	1. Classroom Teaching 2. Mentoring 3. Time-table preparation 4. Student Counselling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities-experience/exposure 10. Preparation of progress reports **Indicate the one/s applicable**	showing student engagement in activities claimed • Wherever the documents are in regional language, provide English translated version		
29.	2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as 1. Self 2. Peers(fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students (* 'schools' to be read as "TEIs" for PG programmes) **Indicate the one/s applicable**	• Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) • Two filled in sample observation formats for each of the claimed assessors		
30.	2.4.13 Comprehensive appraisal of interns' performance is in place. The	• Format of Criteria and Weightages for interns'		

	criteria used for assessment include 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness **Indicate the one/s applicable**	performance appraisal used • Five filled in formats for each of the aspects claimed		
31.	2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years	• Sanction letters indicating number of posts (including Management sanctioned posts) with seal and signature of the principal • English translation of sanction letter if it is in regional language	• During DVV process, appointment letter of selected faculty may be sought • All full-time teachers with at least 90% prescribed workload should be counted as full-time teachers	
32.	2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years	• Certificates of Doctoral Degree (Ph.D) of the faculty	• During DVV process, Ph.D certificates of selected faculty may be sought, if the data is large	
33.	2.5.3 Average teaching experience of full time teachers for the last completed academic year	• Copy of the appointment letters of the fulltime teachers	• During DVV process, Experience certificate/ appointment order of selected faculty may be sought, if the data is large	

34.	2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually **Indicate the one/s applicable**	• Copy of university regulation on internal evaluation for teacher education • Annual Institutional Plan of action for internal evaluation • Details of provisions for improvement and bi-lingual answering • Documentary evidence for remedial support provided		
35.	2.7.2 Average pass percentage of students during the last five years	• Result sheet for each year received from the affiliating University • Certified report from the Head of the Institution indicating pass percentage of students programme-wise	• Only current final year (recently completed academic year) student data will be considered	• Results pertaining to students other than the final year are not to be submitted
36.	2.7.4 Performance of outgoing Students in the internal assessment	• Record of student – wise/programme-wise/semester-wise Internal Assessment of students for the last completed academic year		
37.	3.1.1 Average number of research projects funded by government and/	• Sanction letter from the funding agency	• This metric is about the number of projects	• Non-government

	or non-government agencies during the last five years			agency does not include own • institution / trust / sister institutions
38.	3.1.2 Average grants received for research projects from government and/ or non-government agencies during the last five years (INR in Lakhs)	• Sanction letter from the funding agency • Income Expenditure statements highlighting the research grants received certified by the auditor	• Sanction letter of grants by the funding agency is mandatory to support the 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.	• Grants given by their own trust / sister institutions not to be included • Grants for Equipments / software / skill development centres will not be considered
39.	3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of 1.Seed money for doctoral studies/research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organising research circle/internal	• Institutional Policy document detailing scheme of incentives • Sanction letters of award of incentives • Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal • Documentary evidence for each of the claims	• During the DVV process, valid document for specific list of teachers receiving in house support may be sought • Only formal research project seed money will be considered.	• Grants for other than research projects need to be avoided • Sponsorship to conferences / seminars etc to be avoided • Grants received from outside agencies for research not to be included.

	seminar/interactive session on research **Indicate the one/s applicable**			
40.	3.1.4 Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations 2. Encouragement to novel ideas 3.Official approval and support for innovative try-outs 4. Material and procedural supports **Indicate the one/s applicable**	• Documentary evidences in support of the claims • Details of reports highlighting the claims made by the institution • Reports of innovations tried out and ideas incubated • Copyrights or patents filed		
41.	3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years	• First page of the article/journals with seal and signature of the Principal • E-copies of outer jacket/contents page of the journals in which articles are published	• Only UGC approved Journals will be considered • In your template paste the link of UGC approved list of journals available in this link: https://www.ugc.ac.in/journallist like • https://www.ugc.ac.in/journallist/ugc_admin_journal • Incomplete entries will not be considered • If details given are not complete with the UGC link,	• Incomplete entries will not be considered • If details given are not complete with the UGC link, the respective publication will not be considered

			the respective publication will not be considered report.aspx?eid=Mjc2MDk= for each publication • In case of research papers published in deleted list of UGC until 2nd may 2018, the details in the link column may please mentioned as: the S.No of the journal –Deleted list	
42.	3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years	• First page of the published book/chapter with seal and signature of the Principal • E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	• Publications claimed for this metric should contain unique ISBN	
43.	3.3.1 Average number of outreach activities organized by the institution during the last five years	• Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal		
44.	3.3.2 Percentage of students participating in outreach activities organised by the institution during the last five years	• Event-wise newspaper clippings / videos / photographs with captions and dates • Report of each outreach activity		

		with seal and signature of the Principal		
45.	3.3.3 Percentage of student participation in National Priority Programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years	• Documentary evidence in support of the claim along with photographs with caption and date		
46.	3.3.5 Number of awards and honours received for outreach activities from government/ recognised agency during the last five years	• Appropriate certificates from the awarding agency	• These awards are to the institution and not to the individual and for extension activities only.	• Awards to the individuals should not be considered here
47.	3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years	• List of teachers/students benefited by linkage – exchange and research • Report of each linkage along with video/photographs	• Photographs or any supporting document of relevance should have proper captions and dates	
48.	3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years	• Copies of the MoU's with institution/ industry/ corporate house	• The MoU should be functional during the assessment period • If the MoU is for three years viz 2011-2013, it shall be counted only once.	
49.	3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes	• Report of each activities with seal and signature of the Principal		

	1. Local community based activities 2. Practice teaching /internship in schools 3. Organizes events of mutual interest-literary, cultural and open discussions on pertinent themes to school education 4. Discern ways to strengthen school based practice through joint discussions and planning 5. Join hands with schools in identifying areas for innovative practice 6. Rehabilitation Clinics 7. Linkages with general colleges **Indicate the one/s applicable**			
50.	4.1.2 Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems, etc. during the last completed academic year	• Geo-tagged photographs • Link to relevant page on the Institutional website	• Specific number of classrooms and/or seminar halls with facilities for teaching learning through ICT for the current year to be considered here	
51.	4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)	• Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	• This metric focuses on infrastructure augmentation only	• Avoid recurring expenditure on laboratory and acquisition of books and journals

52.	4.2.3 Institution has subscription for e-resources and has membership / registration for the following 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga 4. e-books 5. Databases **Indicate the one/s applicable**	• Receipts of subscription /membership of e-resources • E-copy of the letter of subscription /member ship in the name of institution	• Scan copy of books claimed as e-books cannot be accepted. • In the absence of appropriate subscription letter, the claims will not be considered	
53.	4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)	• Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant		
54.	4.2.5 Percentage per day usage of library by teachers and students during the last completed academic year	• Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for ten days each for five months during the last completed academic year with seal and signature of both the librarian and principal • Link to Certified copies of the ledger pages/screenshots of the data for 5 days each for five months selected by the institution	• During DVV process, log book entries of Library users for the selected days sought, to be provided	

55.	4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways 1. Relevant educational documents are obtained on a regular basis 2. Documents are made available from other libraries on loan 3. Documents are obtained as and when teachers recommend 4. Documents are obtained as gifts to College **Indicate the one/s applicable**			
56.	4.3.2 Student – Computer ratio during the last completed academic year	• Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	• Provide the number of computers available for student use	• The computers for office and faculty use will not be considered
57.	4.3.3 Internet bandwidth available in the institution Available bandwidth of internet connection in the Institution, in MBPS	• Receipt for connection indicating bandwidth • Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth		• Snap shot of speed test for wifi /internet facility will not be considered

58.	4.3.4 Facilities for e-content development are available in the institution such as 1. Studio / Live studio 2. Content distribution system 3. Lecture Capturing System (LCS) 4. Teleprompter 5. Editing and graphic unit **Indicate the one/s applicable**	• Link to videos of the e-content development facilities • List the equipment purchased for claimed facilities along with the relevant bills • Link to the e-content developed by the faculty of the institution	• Refer to https://www.ugc.ac.in/oldpdf/xiplanpdf/EContent xiplan.pdf • The bills should be in the name of the TEI.	
59.	4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)	• Income-Expenditure statement highlighting relevant items with seal and signature of the Principal and Chartered Accountant	• The emphasis of this metric is in the maintenance of physical and academic support facilities	
60.	5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as 1. Career and Personal Counselling 2. Skill enhancement in academic, technical and organizational aspects 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two 5. E-content development	• Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal • Sample feedback sheets from the students participating in each of the initiative • Photographs with date and caption for each initiative	• Consider all the students who have enrolled for the schemes	

	6. Online assessment of learning **Indicate the one/s applicable**			
61.	5.1.2 Available student support facilities in institution are 1. Vehicle Parking 2. Common room separately for boys and girls 3. Recreational facility 4. First Aid and medical aid 5. Transport 6. Book bank 7. Safe drinking water 8. Hostel 9. Canteen 10. toilets for girls **Indicate the one/s applicable**	• Geo-tagged photographs		
62.	5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website	• Institutional guidelines for students' grievance redressal • Composition of the student grievance redressal committee including sexual harassment and ragging • Samples of grievance submitted offline	• Report of incident management of grievances from the concerned is essential. • The mechanism of redressal should be available as document and preferably hosted in the HEI's Website. The link of the same shall be provided to validate the same	

	3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students 4. Provision for students to submit grievances online/offline 5. Grievance redressal committee meets on a regular basis 6. Students' grievances are addressed within 7 days of receiving the complaint **Indicate the one/s applicable**			
63.	5.1.4 Institution provides additional support to needy students in several ways 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident) **Indicate the one/s applicable**	• Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter • Report of the Placement Cell		

64.	5.2.1 Percentage of placement of students as teachers/teacher educators	• Annual reports of Placement Cell for five years • Appointment letters of 10% graduates for each year	• During DVV process, the appointment orders of the selected students may be sought in case of large data	
65.	5.2.2 Percentage of student progression to higher education during the last completed academic year	• Details of graduating students and their progression to higher education with seal and signature of the principal • Documentary evidence in support of the claim	• During DVV process, the details of selected students progressing to higher education will be asked may be sought. Kindly provide all the documents sought during DVV clarification	
66.	5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)	• Copy of certificates for qualifying in the state/national examination	• In absence of certificate, the claim will not be considered	• Avoid uploading hall tickets
67.	5.3.2 Average number of sports and cultural events organized at the institution during the last five years	• Reports of the events along with the photographs with captions and dates • Copy of circular / brochure indicating such kind of events	• Only the activities organised by the institution need to be considered	
68.	5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities	• Documentary evidence for the selected claim • Income Expenditure statement highlighting the alumni contribution • Report of alumni participation in institutional functioning for last completed academic year		

	other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support **Indicate the one/s applicable**			
69.	5.4.3 Number of meetings of Alumni Association held during the last five years	• Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	• During DVV process, random verification of minutes of the meeting will be sought	
70.	6.2.3 Implementation of e-governance are in the following areas of operation 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination System 6. Biometric / digital attendance for staff 7. Biometric / digital attendance for students **Indicate the one/s applicable**	• Screen shots of user interfaces of each module • Annual e-governance report • Geo-tagged photographs		
71.	6.3.2 Percentage of teachers provided with financial support to attend Seminars /conferences/workshops and towards membership fees of	• Institutional Policy document on providing financial support to teachers • E-copy of letter/s indicating	• During DVV process, the document of specific list of teachers may be sought	

	professional bodies during the last five years	financial assistance to teachers • Certificate of participation for the claim • Certificate of membership • Income Expenditure statement highlighting the financial support to teachers		
72.	6.3.3 Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years	• Brochures / Reports along with Photographs with date and caption. • List of participants of each programme		
73.	6.3.4 Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes	• Copy of the Course completion certificates	• One teacher attending one or more professional development Program in a year to be counted as one only. • During DVV process, certificates of specific faculty as a part of validation	• Programmes of duration shorter than the stipulation by the regulatory body not to be considered
74.	6.4.2 Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)	• Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal • Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given		• Avoid duplication • Funds from own institutions/own trust and sister institutions not to be considered

75.	6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years	• Report of the work done by IQAC or other quality mechanisms • List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	• The initiatives should be through IQAC and should have special focus on promoting quality culture in the institution.	Activities other than quality initiatives not to be considered
76.	6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF **Indicate the one/s applicable**	• Link to the minutes of the meeting of IQAC • Link to Annual Quality Assurance Reports (AQAR) of IQAC • Consolidated report of Academic Administrative Audit (AAA) • e-Copies of the accreditations and certifications • Supporting document of participation in NIRF • Feedback analysis report	• AQAR not applicable for Cycle I	
77.	7.1.3 Institution waste management practices include 1. Segregation of waste 2. E-waste management 3. Vermi-compost 4. Bio gas plants	• Documentary evidence in support of each selected response • Geo-tagged photographs • Income Expenditure statement highlighting the specific components		

	5. Sewage Treatment Plant **Indicate the one/s applicable**			
78.	7.1.4 Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage **Indicate the one/s applicable**	• Income Expenditure statement highlighting the specific components • Documentary evidence in support of the claim • Geo-tagged photographs	• The practices which are implemented or functional at present in the institution to be claimed	
79.	7.1.6 Institution is committed to encourage green practices that include 1) Encouraging use of bicycles/E-vehicles 2) Create pedestrian friendly roads in the campus 3) Develop plastic-free campus 4) Move towards paperless office 5) Green landscaping with trees and plants **Indicate the one/s applicable**	• Videos / Geo-tagged photographs related to Green Practices adopted by the institution • Circulars and relevant policy papers for the claims made • Snap shots and documents related to exclusive software packages used for paperless office • Income Expenditure statement highlighting the specific components	• The practices which are implemented or functional at present in the institution to be claimed	
80.	7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years	• Income Expenditure statement on green initiatives, energy and waste management	• The extract of expenditure should focus only on green initiatives and waste management	

	(INR in Lakhs)		
81.	7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways 1. Code of Conduct is displayed on the institution's website 2. Students and teachers are oriented about the Code of Conduct 3. There is a committee to monitor adherence to the Code of Conduct 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically **Indicate the one/s applicable**	• Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University • Web-Link to the Code of Conduct displayed on the institution's website • Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct • Details of the Monitoring Committee, Professional ethics programmes, if any	• Ensure that institutional website is operational and URL directly leads to relevant page	