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NAAC Guidelines and Staff Diary



Workshop On “NAAC Assessment and Accreditation Process for SSR”

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**Organized By
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Manuals for Self-Study Report for Affiliated Colleges as per NAAC Guidelines

Conceptual explanation of Seven Criteria

Criterion 1: Curricular Aspects (100 Points)

Overview

This criterion evaluates how effectively the curriculum is planned, delivered, and aligned with institutional goals and societal needs. It focuses on curriculum design, implementation, enrichment, and feedback mechanisms for affiliated colleges, which typically follow the curriculum prescribed by their affiliating university.

Key Indicators and Weightages

1. **Curriculum Planning and Implementation (20 points):** Processes for effective curriculum delivery.
2. **Academic Flexibility (30 points):** Offering diverse programs and courses.
3. **Curriculum Enrichment (30 points):** Value-added courses and interdisciplinary initiatives.
4. **Feedback System (20 points):** Collecting and acting on stakeholder feedback.

Explanations

- **Curriculum Planning and Implementation:**
 - Affiliated colleges must demonstrate how they implement the university-prescribed curriculum through structured processes like time-tables, workload distribution, and teaching plans.
 - Metrics include the percentage of syllabus completed on time and mechanisms to ensure effective delivery (e.g., ICT tools, lesson plans).
 - **Example:** A college develops a semester-wise teaching plan uploaded on its ERP system, ensuring 100% syllabus coverage. Faculty use Moodle to share resources, and periodic reviews ensure adherence.
- **Academic Flexibility:**
 - Measures the institution's ability to offer certificate/diploma courses, add-on programs, or choice-based credit systems (CBCS) within the university framework.



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- Metrics include the number of certificate courses introduced and student enrollment in elective options.
- **Example:** A college introduces a certificate course in “Digital Marketing” with industry collaboration, enrolling 200 students annually, and enhancing employability.
- **Curriculum Enrichment:**
 - Focuses on integrating cross-cutting issues (e.g., gender, environment, human values) and offering value-added courses.
 - Metrics include the number of courses addressing professional ethics, sustainability, etc., and student participation.
 - **Example:** The College integrates a mandatory course on “Environmental Sustainability” into all UG programs, with field visits to local conservation projects, impacting 500 students yearly.
- **Feedback System:**
 - Involves collecting feedback from students, faculty, alumni, and employers on curriculum relevance and acting on it.
 - Metrics include feedback collection frequency, analysis methods, and action taken reports.
 - **Example:** The college uses an online feedback portal to collect student input twice a semester. Analysis revealed a need for practical training, leading to a new lab-based module in the curriculum.

Best Practice Example

St. Xavier’s College, Ahmedabad (NAAC A++) developed a “Curriculum Enhancement Committee” to align university syllabi with industry needs. They introduced 10 certificate courses (e.g., Data Analytics, Ethical Hacking) and integrated gender sensitivity workshops into all programs. Feedback from 90% of students and 50 employers annually informs curriculum updates, resulting in a 20% increase in placements.

Criterion 2: Teaching-Learning and Evaluation (350 Points)

This criterion assesses the quality of teaching-learning processes, student-centered approaches, evaluation methods, and faculty competence. It has the highest weightage, reflecting its centrality to institutional quality.

Key Indicators and Weightages

1. **Student Enrolment and Profile (40 points):** Diversity and admission processes.
2. **Catering to Student Diversity (50 points):** Addressing varied learner needs.
3. **Teaching-Learning Process (50 points):** Innovative and student-centric methods.



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4. **Teacher Profile and Quality (60 points):** Faculty qualifications and development.
5. **Evaluation Process and Reforms (50 points):** Fair and transparent assessment.
6. **Student Performance and Learning Outcomes (50 points):** Attainment of program outcomes.
7. **Student Satisfaction Survey (50 points):** Student feedback on teaching-learning.

Explanations

- **Student Enrolment and Profile:**
 - Evaluates student diversity (gender, region, socio-economic background) and transparent admission processes.
 - Metrics include enrollment percentages and reservation policy adherence.
 - **Example:** A college maintains a 40:60 male-to-female ratio and enrolls 30% students from rural areas, with admissions managed via an online portal ensuring transparency.
- **Catering to Student Diversity:**
 - Focuses on inclusive practices like remedial classes, bridge courses, and support for slow learners.
 - Metrics include the number of remedial sessions and their impact on pass rates.
 - **Example:** The College offers remedial classes for 100 first-year students, improving their pass rate from 60% to 85% in core subjects.
- **Teaching-Learning Process:**
 - Emphasizes ICT-enabled teaching, experiential learning, and participative methods (e.g., group discussions, flipped classrooms).
 - Metrics include the percentage of faculty using ICT and student engagement activities.
 - **Example:** Faculty use Google Classroom and virtual labs for 70% of courses, with 80% student participation in project-based learning activities.
- **Teacher Profile and Quality:**
 - Assesses faculty qualifications, experience, and professional development.
 - Metrics include the percentage of Ph.D. holders and faculty attending FDPs.
 - **Example:** 60% of faculty holds Ph.D.s, and 90% attended at least two FDPs annually, enhancing teaching quality.
- **Evaluation Process and Reforms:**
 - Ensures transparent, continuous, and robust assessment systems (e.g., internal exams, assignments).
 - Metrics include the number of evaluation reforms and grievance redressal mechanisms.
 - **Example:** The College introduced online MCQ tests for 30% of internal assessments, reducing grading errors by 15%.
- **Student Performance and Learning Outcomes:**



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- Measures attainment of program-specific outcomes (PSOs) and course outcomes (COs).
- Metrics include pass percentages and outcome mapping.
- **Example:** The College maps COs to PSOs, achieving a 90% pass rate and 85% outcome attainment in UG programs.
- **Student Satisfaction Survey:**
 - Conducted by NAAC to gauge student perceptions of teaching-learning quality.
 - **Example:** The College prepares students for the survey through mock feedback sessions, achieving a 95% response rate with positive feedback.

Best Practice Example

St. Agnes College, Mangalore (NAAC A+) implemented a “Learning Management System” integrating Moodle for 100% of courses, enabling flipped classrooms and virtual labs. Remedial classes for 200 slow learners improved pass rates by 25%. Faculty development programs trained 95% of staff in ICT tools, and outcome-based education (OBE) mapping ensured 90% CO attainment.

Criterion 3: Research, Innovations, and Extension (110 Points)

This criterion evaluates the institution’s research output, innovation ecosystem, and community engagement through extension activities.

Key Indicators and Weightages

1. **Promotion of Research and Facilities (20 points):** Research policies and infrastructure.
2. **Resource Mobilization for Research (15 points):** Funding and grants.
3. **Innovation Ecosystem (25 points):** Incubation centers and startups.
4. **Research Publications and Awards (20 points):** Faculty and student publications.
5. **Extension Activities (20 points):** Community outreach programs.
6. **Collaboration (10 points):** MoUs and partnerships.

Explanations

- **Promotion of Research and Facilities:**
 - Focuses on research policies, funding, and facilities like labs and libraries.
 - Metrics include the number of research centers and seed money provided.
 - **Example:** The College established a research cell with Rs. 5 lakh seed funding, supporting 10 faculty projects annually.



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- **Resource Mobilization for Research:**
 - Evaluates grants received from government/non-government agencies.
 - Metrics include the total funding amount over five years.
 - **Example:** The College secured Rs. 50 lakh from DST for a biotechnology project, benefiting 20 students and 5 faculties.
- **Innovation Ecosystem:**
 - Assesses initiatives like incubation centers, patents, and innovation hubs.
 - Metrics include the number of startups incubated and patents filed.
 - **Example:** An incubation center supported 3 student startups in renewable energy, with 2 patents filed in 2023.
- **Research Publications and Awards:**
 - Measures faculty and student publications in UGC-CARE/Scopus journals and awards received.
 - Metrics include publication counts and award details.
 - **Example:** Faculty published 50 papers in Scopus-indexed journals, and 2 received national research awards.
- **Extension Activities:**
 - Evaluates community engagement through NSS, NCC, or outreach programs.
 - Metrics include the number of activities and beneficiaries.
 - **Example:** The NSS unit conducted 10 health camps, benefiting 1000 rural residents, with student participation of 90%.
- **Collaboration:**
 - Assesses MoUs with industries, NGOs, or universities for research and training.
 - Metrics include the number of active MoUs and outcomes.
 - **Example:** A MoU with a local IT firm provided internships to 50 students, resulting in 20 placements.

Best Practice Example

M.S.P. Mandal's Deogiri College, Aurangabad (NAAC A) established a “Research and Innovation Hub” with Rs. 10 lakhs funding, supporting 15 faculty projects and 5 student startups. The NSS unit’s “Village Adoption Program” impacted 2000 villagers through literacy and health initiatives. Faculty published 100 papers in UGC-CARE journals, and 3 MoUs with industries facilitated internships.

Criterion 4: Infrastructure and Learning Resources (100 Points)

This criterion assesses the physical and technological infrastructure supporting teaching, learning, and research.

Key Indicators and Weightages



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1. **Physical Facilities (30 points):** Classrooms, labs, and sports facilities.
2. **Library as a Learning Resource (20 points):** Library resources and usage.
3. **IT Infrastructure (30 points):** Computers, Wi-Fi, and software.
4. **Maintenance of Campus Infrastructure (20 points):** Upkeep and budgeting.

Explanations

- **Physical Facilities:**
 - Evaluates adequacy of classrooms, labs, seminar halls, and sports facilities.
 - Metrics include the number of facilities and student usage rates.
 - **Example:** The college has 50 smart classrooms and 10 labs used by 95% of students daily, with a 5-acre sports ground hosting annual events.
- **Library as a Learning Resource:**
 - Assesses library holdings, digital resources (e.g., N-LIST), and automation.
 - Metrics include the number of books, e-journals, and footfalls.
 - **Example:** The library has 50,000 books, subscribes to 500 e-journals via N-LIST, and records 1000 monthly footfalls, with 80% automation.
- **IT Infrastructure:**
 - Evaluates computers, internet bandwidth, and software availability.
 - Metrics include student-computer ratio and Wi-Fi coverage.
 - **Example:** The college maintains a 10:1 student-computer ratio, 100 Mbps Wi-Fi across campus, and licensed software for 90% of labs.
- **Maintenance of Campus Infrastructure:**
 - Focuses on maintenance budgets, procedures, and green initiatives.
 - Metrics include annual maintenance expenditure and audit reports.
 - **Example:** The College allocates Rs. 20 lakh annually for maintenance, with solar panels powering 50% of campus energy needs.

Best Practice Example

St. Joseph's Degree & PG College, Hyderabad (NAAC A) invested in 60 smart classrooms and a fully automated library with 60,000 books and DELNET access. A 100 Mbps Wi-Fi network covers 100% of the campus, and a Rs. 25 lakh maintenance budget ensures upkeep. Solar panels and rainwater harvesting systems demonstrate sustainability.

Criterion 5: Student Support and Progression (140 Points)

Overview

This criterion evaluates support systems for students, including scholarships, career guidance, and progression to higher studies or employment.



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Key Indicators and Weightages

1. **Student Support (50 points):** Scholarships, mentoring, and skill development.
2. **Student Progression (45 points):** Higher studies, employment, and exam success.
3. **Student Participation and Activities (25 points):** Cultural and sports events.
4. **Alumni Engagement (20 points):** Alumni contributions and networking.

Explanations

- **Student Support:**
 - Assesses scholarships, counseling, and skill enhancement programs.
 - Metrics include the percentage of students benefiting from scholarships and training programs.
 - **Example:** 60% of students receive government scholarships, and 500 students attended soft skills workshops, improving employability.
- **Student Progression:**
 - Measures transitions to higher education, employment, or competitive exams.
 - Metrics include progression rates and placement data.
 - **Example:** 70% of graduates pursue PG studies, and 200 students secured jobs via campus placements in 2023.
- **Student Participation and Activities:**
 - Evaluates participation in sports, cultural, and extracurricular activities.
 - Metrics include the number of events and awards won.
 - **Example:** The college hosts 20 cultural events annually, with 80% student participation and 10 national-level awards.
- **Alumni Engagement:**
 - Assesses alumni contributions through funding, mentoring, or networking.
 - Metrics include alumni association activities and donations.
 - **Example:** The alumni association organizes annual job fairs, contributing Rs. 5 lakh for scholarships and mentoring 100 students.

Best Practice Example

S.S. Jain Subodh PG College, Jaipur (NAAC A++) provides scholarships to 65% of students and conducts 50 skill development workshops annually. 75% of graduates progress to higher studies, and 150 secure placements. The alumni network funds Rs. 10 lakh in scholarships and organizes career counseling sessions.

Criterion 6: Governance, Leadership, and Management (100 Points)

Overview



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This criterion evaluates institutional vision, leadership, strategic planning, and administrative efficiency.

Key Indicators and Weightages

1. **Institutional Vision and Leadership (10 points):** Vision alignment and governance.
2. **Strategy Development and Deployment (10 points):** Strategic plans and execution.
3. **Faculty Empowerment Strategies (25 points):** Faculty development and welfare.
4. **Financial Management and Resource Mobilization (20 points):** Budgeting and audits.
5. **Internal Quality Assurance System (35 points):** IQAC effectiveness.

Explanations

- **Institutional Vision and Leadership:**
 - Assesses alignment of activities with the institution's mission and vision.
 - Metrics include governance policies and stakeholder involvement.
 - **Example:** The college's vision of "Holistic Education" is reflected in its IQAC-driven initiatives, involving 100% faculty in decision-making.
- **Strategy Development and Deployment:**
 - Evaluates strategic plans and their implementation.
 - Metrics include the number of perspective plans and their outcomes.
 - **Example:** A 5-year strategic plan increased ICT-enabled classrooms by 50%, tracked via annual progress reports.
- **Faculty Empowerment Strategies:**
 - Focuses on faculty training, welfare, and performance appraisal.
 - Metrics include FDPs attended and welfare measures.
 - **Example:** 90% of faculty attended FDPs, and a health insurance scheme covers 100% of staff.
- **Financial Management and Resource Mobilization:**
 - Assesses budgeting, audits, and fundraising.
 - Metrics include audit regularity and mobilized funds.
 - **Example:** Annual audits ensure transparency, and Rs. 30 lakh was raised through alumni and industry partnerships.
- **Internal Quality Assurance System:**
 - Evaluates IQAC's role in quality enhancement.
 - Metrics include IQAC initiatives and their impact.
 - **Example:** IQAC introduced OBE, improving CO attainment by 20%, with regular stakeholder feedback.

Best Practice Example

Municipal Post Graduate College, Mussoorie (preparing for NAAC Cycle 1) established an IQAC that mapped all seven criteria to socio-scientific goals, collecting 5 years of data during



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the 2020 lockdown. A strategic plan increased research funding by 30%, and 95% of faculty attended FDPs. Transparent audits and alumni funding of Rs. 15 lakh supported infrastructure upgrades.

Criterion 7: Institutional Values and Best Practices (100 Points)

This criterion assesses the institution's commitment to social responsibility, inclusivity, and innovative practices.

Key Indicators and Weightages

1. **Institutional Values and Social Responsibilities (50 points):** Gender equity, environmental consciousness, and inclusivity.
2. **Best Practices (30 points):** Unique practices enhancing quality.
3. **Institutional Distinctiveness (20 points):** Unique identity and achievements.

Explanations

- **Institutional Values and Social Responsibilities:**
 - Evaluates initiatives for gender equity, green practices, and inclusivity.
 - Metrics include the number of programs and their impact.
 - **Example:** The college conducts 10 gender sensitization workshops annually and installed solar panels, reducing energy costs by 40%.
- **Best Practices:**
 - Highlights two innovative practices with significant impact.
 - Metrics include documentation and outcomes.
 - **Example:** A "Community Skill Development Program" trained 500 rural women in handicrafts, generating Rs. 10 lakh in income.
- **Institutional Distinctiveness:**
 - Showcases a unique feature distinguishing the institution.
 - Metrics include evidence of impact and recognition.
 - **Example:** The College's "Heritage Conservation Club" preserves local artifacts, earning a state award and engaging 200 students.

Best Practice Example

St. Xavier's College, Ahmedabad (NAAC A++) runs a "Green Campus Initiative" with 100% rainwater harvesting and 50% solar energy usage. Its best 实践中 includes a "Rural Entrepreneurship Program" training 300 villagers, generating Rs. 15 lakh in revenue. The college's distinctiveness lies in its "Interfaith Dialogue Forum," promoting communal harmony, recognized nationally.



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General Guidelines for SSR Preparation

- **Data Validation and Verification (DVV):** Ensure all claims are supported by verifiable documents (e.g., MoUs, audit reports, attendance records). Upload documents on the college website for e-verification.
- **Quantitative Metrics:** Provide accurate data for metrics like enrollment, publications, and funding. Use ERP systems to streamline data collection.
- **Qualitative Metrics:** Write descriptive responses for qualitative metrics, supported by evidence like photographs, reports, and stakeholder testimonials.
- **Stakeholder Engagement:** Involve students, faculty, alumni, and employers in feedback and IQAC activities to strengthen the SSR.
- **Peer Team Visit:** Prepare for the NAAC peer team visit by organizing documents criterion-wise and ensuring stakeholder readiness for interactions.

Conclusion

These manuals provide a comprehensive guide for preparing the NAAC SSR for affiliated colleges, aligning with the seven criteria. By documenting processes, collecting robust data, and showcasing best practices, colleges can achieve higher NAAC grades (e.g., A++ for CGPA 3.76–4.00). Refer to the NAAC website (www.naac.gov.in) for the latest manuals and SOPs.

NAAC SSR Manual for Affiliated Colleges for NMSM

This manual provides a comprehensive guide to understanding the seven NAAC criteria and their sub-metrics for preparing a Self-Study Report (SSR) for accreditation. It is tailored for affiliated colleges, offering detailed explanations, documentation requirements, and a practical example to illustrate how to address each metric effectively. The manual is designed to assist institutions in navigating the NAAC accreditation process, ensuring clarity and compliance with NAAC standards.

Introduction to NAAC Accreditation

The National Assessment and Accreditation Council (NAAC) evaluate Higher Education Institutions (HEIs) in India to ensure quality and excellence. For affiliated colleges, the SSR is a critical document that showcases institutional performance across seven criteria: Curricular Aspects, Teaching-Learning and Evaluation, Research, Innovations and Extension, Infrastructure and Learning Resources, Student Support and Progression, Governance, Leadership and



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Management, and Institutional Values and Best Practices. Each criterion includes quantitative (QnM) and qualitative (QIM) metrics, requiring specific data and narrative responses.

This manual explains each criterion and sub-metric, provides documentation guidelines, and includes an example based on a hypothetical affiliated college, “Saraswati Degree College” (SDC), similar to Nur Mohammad Smriti Mahavidyalaya, to demonstrate how to prepare an SSR.

Criterion 1: Curricular Aspects

Purpose: Evaluates how effectively the college plans, delivers, and enriches the curriculum prescribed by the affiliating university, while integrating crosscutting issues and feedback.

1.1 Curricular Planning and Implementation

- **1.1.1 (QIM): The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**
 - **Explanation:** This metric assesses how the college organizes curriculum delivery, including academic planning, timetables, and internal assessments. Affiliated colleges must follow the university’s curriculum but can demonstrate effective implementation through structured processes.
 - **Key Components:**
 - Academic calendar aligned with university guidelines.
 - Departmental teaching plans and syllabus distribution.
 - Transparent internal assessment processes.
 - Use of ICT and innovative teaching methods.
 - **Documentation:**
 - Academic calendar (last 5 years).
 - Minutes of IQAC/Academic Committee meetings.
 - Departmental teaching plans and timetables.
 - Internal assessment records (schedules, question papers, marks).
 - ICT usage evidence (PPTs, LMS screenshots).
 - **Example (SDC):** SDC prepares an annual academic calendar aligned with the University of Kalyani, detailing class days, holidays, and assessment schedules. The IQAC coordinates with departments to distribute syllabi and assign faculty. Internal assessments include two tests per semester (10 marks each), with results uploaded to the university portal. Departments use Google Classroom for sharing study materials. Evidence includes the 2022-23 academic calendar, departmental meeting minutes, and sample Google Classroom screenshots.

1.2 Academic Flexibility



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- **1.2.1 (QnM): Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc.**
 - **Explanation:** Measures the college's efforts to offer additional courses beyond the university curriculum to enhance student skills. For affiliated colleges, this includes certificate courses or MOOCs.
 - **Key Components:**
 - List of courses offered (with enrollment and completion data).
 - Course design and outcomes.
 - **Documentation:**
 - Course brochures and syllabi.
 - Enrollment and completion records.
 - Certificates issued to students.
 - **Example (SDC):** SDC offers a 30-hour certificate course in “Basic Computer Skills” and encourages SWAYAM enrollment. In 2022-23, 50 students completed the computer course, and 10 completed SWAYAM's “Digital Literacy” course. Documentation includes course brochures, attendance records, and SWAYAM certificates.
- **1.2.2 (QnM): Percentage of students enrolled in Certificate/Value added courses and also completed online courses**
 - **Explanation:** Quantifies student participation in certificate/value-added courses relative to total enrollment.
 - **Key Components:**
 - Year-wise enrollment and completion data.
 - Calculation of percentage against total students.
 - **Documentation:**
 - Institutional data in NAAC format.
 - Completion certificates.
 - **Example (SDC):** In 2022-23, SDC had 2000 students, with 60 enrolled in certificate/MOOC courses (3% participation). Data is presented in NAAC format, supported by enrollment lists and certificates.
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1.3 Curriculum Enrichment

- **1.3.1 (QIM): Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability**
 - **Explanation:** Assesses how the curriculum and co-curricular activities address issues like gender equity, ethics, and sustainability.
 - **Key Components:**
 - Curriculum content addressing crosscutting issues.
 - NSS/NCC activities promoting these issues.
 - **Documentation:**
 - Syllabus copies highlighting relevant topics.



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- NSS activity reports (e.g., tree plantation, gender awareness).
 - **Example (SDC):** SDC's Sociology syllabus covers gender and human rights, while Environmental Studies is mandatory for 1st-year students. NSS conducts tree plantation and women's empowerment seminars. Evidence includes syllabus excerpts and NSS event photos.
- **1.3.2 (QnM): Percentage of students undertaking project work/field work/internships**
 - **Explanation:** Measures student engagement in practical learning activities.
 - **Key Components:**
 - Number of students involved in projects/fieldwork/internships.
 - **Documentation:**
 - Project/fieldwork reports.
 - Internship certificates.
 - **Example (SDC):** In 2022-23, 30 Sociology students completed a community survey project (1.5% of 2000 students). Documentation includes project reports and faculty verification.

1.4 Feedback System

- **1.4.1 (QIM): Institution obtains feedback on the academic performance and ambience from stakeholders**
 - **Explanation:** Evaluates the feedback mechanism for students, teachers, alumni, and employers, and actions taken.
 - **Key Components:**
 - Feedback collection and analysis process.
 - Action taken reports.
 - **Documentation:**
 - Sample feedback forms.
 - Analysis reports and action taken reports.
 - Website link hosting feedback data.
 - **Example (SDC):** SDC collects annual feedback via Google Forms from students and teachers. In 2022-23, feedback highlighted the need for more ICT tools, leading to smart classroom upgrades. Evidence includes forms, analysis reports, and IQAC meeting minutes.

Criterion 2: Teaching-Learning and Evaluation

Purpose: Assesses the quality of teaching, learning processes, student enrollment, teacher qualifications, evaluation methods, and learning outcomes.

2.1 Student Enrollment and Profile



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- **2.1.1 (QnM): Enrolment percentage**
 - **Explanation:** Measures the percentage of seats filled against sanctioned intake.
 - **Key Components:**
 - Year-wise admission data.
 - Sanctioned intake details.
 - **Documentation:**
 - Admission lists and merit lists.
 - Sanctioned intake letters from the university.
 - **Example (SDC):** In 2022-23, SDC filled 1800 of 2000 sanctioned seats (90%). Documentation includes admission lists and university sanction letters.
- **2.1.2 (QnM): Percentage of seats filled against reserved categories**
 - **Explanation:** Evaluates adherence to reservation policies for SC/ST/OBC.
 - **Key Components:**
 - Reserved category admission data.
 - State reservation policy.
 - **Documentation:**
 - Admission records for reserved categories.
 - Reservation policy documents.
 - **Example (SDC):** In 2022-23, 600 of 1000 reserved seats were filled (60%). Evidence includes admission records and state policy documents.

2.2 Catering to Student Diversity

- **2.2.1 (QIM): The institution assesses the learning levels of students and organises special Programmes**
 - **Explanation:** Assesses how the college identifies and supports slow and advanced learners.
 - **Key Components:**
 - Assessment methods (e.g., tests, assignments).
 - Remedial and advanced programs.
 - **Documentation:**
 - Assessment records.
 - Remedial class schedules and attendance.
 - **Example (SDC):** SDC conducts diagnostic tests to identify slow learners, offering remedial classes in English. Advanced learners attend seminars. Evidence includes test results and remedial class records.

2.3 Teaching-Learning Process

- **2.3.1 (QIM): Student centric methods for enhancing learning experiences**
 - **Explanation:** Evaluates the use of experiential, participative, and problem-solving methods.
 - **Key Components:**



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- Evidence of group discussions, field trips, ICT use.
- **Documentation:**
 - Activity reports and photos.
 - ICT usage records (e.g., PPTs).
- **Example (SDC):** SDC uses group discussions in Sociology and field trips for History. Evidence includes activity reports and geo-tagged photos.

2.4 Teacher Profile and Quality

- **2.4.1 (QnM): Percentage of full-time teachers against sanctioned posts**
 - **Explanation:** Measures faculty strength relative to sanctioned posts.
 - **Key Components:**
 - Sanctioned posts and filled positions.
 - **Documentation:**
 - Sanctioned post letters.
 - Faculty appointment letters.
 - **Example (SDC):** In 2022-23, SDC had 20 of 22 sanctioned posts filled (90.9%). Evidence includes appointment letters and sanction letters.
- **2.4.2 (QnM): Percentage of full-time teachers with NET/SET/SLET/Ph.D.**
 - **Explanation:** Assesses teacher qualifications.
 - **Key Components:**
 - Number of qualified teachers.
 - **Documentation:**
 - NET/Ph.D. certificates.
 - Faculty qualification list.
 - **Example (SDC):** 15 of 20 teachers have Ph.D./NET (75%). Evidence includes certificates and faculty lists.

2.5 Evaluation Process and Reforms

- **2.5.1 (QIM): Mechanism of internal/external assessment is transparent**
 - **Explanation:** Evaluates transparency and grievance redressal in assessments.
 - **Key Components:**
 - Assessment schedules and guidelines.
 - Grievance redressal mechanism.
 - **Documentation:**
 - Assessment records.
 - Grievance committee reports.
 - **Example (SDC):** SDC publishes assessment schedules online and resolves grievances within 7 days. Evidence includes schedules and grievance records.

2.6 Student Performance and Learning Outcomes



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- **2.6.1 (QIM): Programme Outcomes (POs) and Course Outcomes (COs) are stated and displayed**
 - **Explanation:** Ensures POs/COs are defined and communicated.
 - **Key Components:**
 - PO/CO statements.
 - Communication methods (e.g., website).
 - **Documentation:**
 - PO/CO documents.
 - Website screenshots.
 - **Example (SDC):** SDC displays POs/COs for BA programs on its website. Evidence includes website screenshots and orientation program records.
- **2.6.2 (QIM): Attainment of POs and COs are evaluated**
 - **Explanation:** Assesses how outcomes are measured.
 - **Key Components:**
 - Evaluation methods (e.g., exam results, feedback).
 - **Documentation:**
 - Outcome evaluation reports.
 - Feedback analysis.
 - **Example (SDC):** SDC evaluates COs through exam results and student feedback. Evidence includes result analysis reports.

2.7 Student Satisfaction Survey

- **2.7.1 (QnM): Online student satisfaction survey**
 - **Explanation:** Measures student satisfaction with teaching-learning.
 - **Key Components:**
 - Survey design and results.
 - **Documentation:**
 - Survey questionnaires.
 - Analysis and action taken reports.
 - **Example (SDC):** SDC conducts an annual survey via Google Forms, with 80% satisfaction in 2022-23. Evidence includes survey forms and reports.

Criterion 3: Research, Innovations and Extension

Purpose: Evaluates research output, innovation initiatives, and community engagement through extension activities.

3.1 Resource Mobilization for Research

- **3.1.1 (QnM): Grants received for research projects/endowments**



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- **Explanation:** Measures research funding from external sources.
- **Key Components:**
 - Grant amount and utilization.
- **Documentation:**
 - Sanction letters.
 - Financial statements.
- **Example (SDC):** SDC received a Rs. 5 lakh grant from UGC for a Sociology project in 2022-23. Evidence includes sanction letters and utilization certificates.

3.2 Innovation Ecosystem

- **3.2.1 (QIM): Ecosystem for innovations, Indian Knowledge System (IKS), IPR**
 - **Explanation:** Assesses initiatives for innovation and research promotion.
 - **Key Components:**
 - Research cell activities.
 - IPR awareness programs.
 - **Documentation:**
 - Research cell reports.
 - IPR workshop records.
 - **Example (SDC):** SDC's Research Cell organizes IPR workshops annually. Evidence includes workshop schedules and photos.
- **3.2.2 (QnM): Number of workshops/seminars on Research Methodology, IPR, entrepreneurship**
 - **Explanation:** Quantifies events promoting research and innovation.
 - **Key Components:**
 - Event count and details.
 - **Documentation:**
 - Event brochures and photos.
 - **Example (SDC):** SDC conducted 5 research methodology workshops in 2022-23. Evidence includes brochures and attendance records.

3.3 Research Publications and Awards

- **3.3.1 (QnM): Number of research papers in UGC CARE list journals**
 - **Explanation:** Measures faculty research output.
 - **Key Components:**
 - Publication count per teacher.
 - **Documentation:**
 - Copies of published papers.
 - Publication list with ISSN.
 - **Example (SDC):** SDC faculty published 10 papers in UGC CARE journals in 2022-23. Evidence includes paper copies and publication lists.
- **3.3.2 (QnM): Number of books/chapters/conference papers**



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- **Explanation:** Quantifies book and conference publications.
- **Key Components:**
 - Publication count.
- **Documentation:**
 - Copies of books/chapters.
 - Conference proceeding details.
- **Example (SDC):** SDC faculty published 5 book chapters in 2022-23. Evidence includes chapter copies and ISBN details.

3.4 Extension Activities

- **3.4.1 (QIM): Outcomes of extension activities in the neighborhood community**
 - **Explanation:** Evaluates the impact of NSS/NCC activities on social issues.
 - **Key Components:**
 - Activity outcomes and community impact.
 - **Documentation:**
 - NSS activity reports.
 - Geo-tagged photos.
 - **Example (SDC):** SDC's NSS unit conducted a blood donation camp, benefiting 100 community members. Evidence includes reports and photos.
- **3.4.2 (QIM): Awards for extension activities**
 - **Explanation:** Recognizes awards for community service.
 - **Key Components:**
 - Award details.
 - **Documentation:**
 - Award certificates.
 - **Example (SDC):** SDC received a district award for NSS activities in 2022-23. Evidence includes the certificate.
- **3.4.3 (QnM): Number of extension and outreach programs**
 - **Explanation:** Quantifies NSS/NCC outreach programs.
 - **Key Components:**
 - Program count and details.
 - **Documentation:**
 - Program reports and photos.
 - **Example (SDC):** SDC conducted 4 NSS programs in 2022-23. Evidence includes reports and geo-tagged photos.

3.5 Collaboration

- **3.5.1 (QnM): Number of functional MoUs/linkages**
 - **Explanation:** Measures collaborations for academic/research purposes.
 - **Key Components:**
 - MoU count and activities.



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- **Documentation:**
 - MoU copies.
 - Activity reports.
 - **Example (SDC):** SDC has 3 MoUs with local colleges for faculty exchange. Evidence includes MoU copies and activity reports.
-

Criterion 4: Infrastructure and Learning Resources

Purpose: Assesses the adequacy and maintenance of physical and IT infrastructure, library, and learning resources.

4.1 Physical Facilities

- **4.1.1 (QIM): Availability of adequate infrastructure and physical facilities**
 - **Explanation:** Evaluates classrooms, labs, sports facilities, etc.
 - **Key Components:**
 - Infrastructure inventory and usage.
 - **Documentation:**
 - Infrastructure list.
 - Geo-tagged photos.
 - **Example (SDC):** SDC has 20 classrooms, a playground, and a canteen. Evidence includes an infrastructure inventory and photos.
- **4.1.2 (QnM): Percentage of expenditure for infrastructure development**
 - **Explanation:** Measures spending on infrastructure augmentation.
 - **Key Components:**
 - Expenditure data (excluding salary).
 - **Documentation:**
 - Audited financial statements.
 - **Example (SDC):** SDC spent Rs. 10 lakhs on infrastructure in 2022-23. Evidence includes audited statements.

4.2 Library as a Learning Resource

- **4.2.1 (QIM): Library automation, e-resources, and expenditure**
 - **Explanation:** Assesses library automation and resource availability.
 - **Key Components:**
 - ILMS usage (e.g., KOHA).
 - E-resource subscriptions.
 - **Documentation:**
 - KOHA screenshots.
 - INFLIBNET subscription receipts.



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- **Example (SDC):** SDC's library uses KOHA and subscribes to INFLIBNET. Evidence includes KOHA screenshots and subscription receipts.

4.3 IT Infrastructure

- **4.3.1 (QIM): Institution updates IT facilities and provides internet**
 - **Explanation:** Evaluates IT infrastructure and connectivity.
 - **Key Components:**
 - Computer and internet availability.
 - **Documentation:**
 - IT inventory.
 - Internet bills.
 - **Example (SDC):** SDC has 15 computers and Wi-Fi. Evidence includes inventory lists and internet bills.
- **4.3.2 (QnM): Student-Computer ratio**
 - **Explanation:** Measures computer availability for students.
 - **Key Components:**
 - Number of computers and students.
 - **Documentation:**
 - Computer inventory.
 - Enrollment data.
 - **Example (SDC):** SDC has 15 computers for 2000 students (1:133 ratio). Evidence includes inventory and enrollment data.

4.4 Maintenance of Campus Infrastructure

- **4.4.1 (QnM): Expenditure on maintenance of physical and academic facilities**
 - **Explanation:** Measures spending on maintenance.
 - **Key Components:**
 - Maintenance expenditure data.
 - **Documentation:**
 - Audited financial statements.
 - **Example (SDC):** SDC spent Rs. 5 lakhs on maintenance in 2022-23. Evidence includes audited statements.

Criterion 5: Student Support and Progression

Purpose: Evaluates support services, student progression, and participation in extracurricular activities.



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5.1 Student Support

- **5.1.1 (QnM): Percentage of students benefited by scholarships**
 - **Explanation:** Measures financial support for students.
 - **Key Components:**
 - Scholarship beneficiary data.
 - **Documentation:**
 - Scholarship sanctions letters.
 - Beneficiary lists.
 - **Example (SDC):** 500 students received scholarships in 2022-23 (25%). Evidence includes sanction letters and lists.
- **5.1.2 (QnM): Capacity development and skills enhancement activities**
 - **Explanation:** Assesses programs for soft skills, language, life skills, and ICT.
 - **Key Components:**
 - Program details and participation.
 - **Documentation:**
 - Program schedules and photos.
 - **Example (SDC):** SDC offers yoga and computer training. Evidence includes schedules and attendance records.
- **5.1.3 (QnM): Students benefited by career counseling**
 - **Explanation:** Measures career guidance programs.
 - **Key Components:**
 - Counseling session details.
 - **Documentation:**
 - Session records and feedback.
 - **Example (SDC):** 200 students attended career counseling in 2022-23. Evidence includes session records.
- **5.1.4 (QIM): Redressal of student grievances**
 - **Explanation:** Evaluates grievance redressal mechanisms.
 - **Key Components:**
 - Grievance policy and resolution records.
 - **Documentation:**
 - Grievance committee reports.
 - **Example (SDC):** SDC's grievance cell resolved 5 complaints in 2022-23. Evidence includes committee reports.

5.2 Student Progression

- **5.2.1 (QnM): Percentage of placement and higher education**
 - **Explanation:** Measures student progression to jobs or further studies.
 - **Key Components:**
 - Placement and higher education data.
 - **Documentation:**



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- Placement letters.
 - Admission records for higher studies.
 - **Example (SDC):** 50 students were placed, and 100 joined PG courses in 2022-23. Evidence includes placement letters and admission records.
- **5.2.2 (QnM): Students qualifying in competitive examinations**
 - **Explanation:** Quantifies success in competitive exams.
 - **Key Components:**
 - Number of qualifiers.
 - **Documentation:**
 - Certificates of qualifiers.
 - **Example (SDC):** 5 students qualified NET in 2022-23. Evidence includes certificates.

5.3 Student Participation and Activities

- **5.3.1 (QnM): Awards in sports/cultural activities**
 - **Explanation:** Recognizes student achievements in extracurricular.
 - **Key Components:**
 - Award count.
 - **Documentation:**
 - Award certificates.
 - **Example (SDC):** SDC students won 10 sports awards in 2022-23. Evidence includes certificates.
- **5.3.2 (QnM): Number of sports and cultural programs**
 - **Explanation:** Quantifies student participation in events.
 - **Key Components:**
 - Event count and participation.
 - **Documentation:**
 - Event schedules and photos.
 - **Example (SDC):** SDC organized 8 events in 2022-23. Evidence includes schedules and photos.

5.4 Alumni Engagement

- **5.4.1 (QIM): Registered Alumni Association**
 - **Explanation:** Evaluates alumni contributions.
 - **Key Components:**
 - Alumni association activities.
 - **Documentation:**
 - Registration certificate (if applicable).
 - Activity reports.
 - **Example (SDC):** SDC's unregistered alumni group provides guest lectures. Evidence includes meeting minutes.



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Criterion 6: Governance, Leadership and Management

Purpose: Assesses institutional governance, leadership, and resource management.

6.1 Institutional Vision and Leadership

- **6.1.1 (QIM): Governance and leadership align with vision and mission**
 - **Explanation:** Evaluates alignment of governance with institutional goals.
 - **Key Components:**
 - Vision/mission implementation.
 - Committee activities.
 - **Documentation:**
 - Vision/mission statements.
 - Governing Body minutes.
 - **Example (SDC):** SDC's vision of holistic education is implemented via IQAC initiatives. Evidence includes vision statements and GB minutes.

6.2 Strategy Development and Deployment

- **6.2.1 (QIM): Institutional perspective plan deployment**
 - **Explanation:** Assesses strategic planning and execution.
 - **Key Components:**
 - Strategic plan and implementation.
 - **Documentation:**
 - Strategic plan documents.
 - Implementation reports.
 - **Example (SDC):** SDC's 2018-23 plan includes ICT upgrades. Evidence includes plan documents and upgrade records.
- **6.2.2 (QnM): E-governance implementation**
 - **Explanation:** Measures use of e-governance in operations.
 - **Key Components:**
 - E-governance modules (administration, admissions, etc.).
 - **Documentation:**
 - E-governance screenshots.
 - **Example (SDC):** SDC uses online admission portals. Evidence includes portal screenshots.

6.3 Faculty Empowerment Strategies

- **6.3.1 (QIM): Performance appraisal and welfare measures**



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- **Explanation:** Evaluates faculty support systems.
- **Key Components:**
 - Appraisal and welfare policies.
- **Documentation:**
 - Appraisal forms.
 - Welfare policy documents.
- **Example (SDC):** SDC offers maternity leave and annual appraisals. Evidence includes policy documents and appraisal forms.
- **6.3.2 (QnM): Teachers receiving financial support**
 - **Explanation:** Quantifies financial support for professional development.
 - **Key Components:**
 - Support provided.
 - **Documentation:**
 - Disbursement records.
 - **Example (SDC):** 5 teachers received conference funding in 2022-23. Evidence includes disbursement records.
- **6.3.3 (QnM): Staff participating in FDP/MDP**
 - **Explanation:** Measures professional development participation.
 - **Key Components:**
 - Participation data.
 - **Documentation:**
 - FDP certificates.
 - **Example (SDC):** 10 staff attended FDPs in 2022-23. Evidence includes certificates.

6.4 Financial Management and Resource Mobilization

- **6.4.1 (QIM): Strategies for resource mobilization**
 - **Explanation:** Evaluates fund mobilization and audit processes.
 - **Key Components:**
 - Funding sources and utilization.
 - **Documentation:**
 - Audited financial statements.
 - Grant sanctions letters.
 - **Example (SDC):** SDC mobilizes funds via fees and government grants. Evidence includes audited statements.

6.5 Internal Quality Assurance System

- **6.5.1 (QIM): IQAC contributions to quality assurance**
 - **Explanation:** Assesses IQAC's role in quality enhancement.
 - **Key Components:**
 - IQAC initiatives and outcomes.



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- **Documentation:**
 - IQAC meeting minutes.
 - Quality initiative reports.
 - **Example (SDC):** SDC's IQAC introduced e-teaching during COVID-19. Evidence includes minutes and reports.
 - **6.5.2 (QnM): Quality assurance initiatives**
 - **Explanation:** Measures specific quality initiatives.
 - **Key Components:**
 - Initiatives like AAA, NIRF participation.
 - **Documentation:**
 - AAA reports.
 - NIRF submission proofs.
 - **Example (SDC):** SDC conducts AAA and collaborates with other colleges. Evidence includes AAA reports and MoU copies.
-

Criterion 7: Institutional Values and Best Practices

Purpose: Evaluates institutional values, social responsibilities, and unique practices.

7.1 Institutional Values and Social Responsibilities

- **7.1.1 (QIM): Gender equity and sensitization**
 - **Explanation:** Assesses efforts to promote gender equity.
 - **Key Components:**
 - Gender audit and programs.
 - **Documentation:**
 - Gender audit reports.
 - Seminar records.
 - **Example (SDC):** SDC conducts gender sensitization workshops. Evidence includes reports and photos.
- **7.1.2 (QnM): Facilities for energy, waste, water, green campus, disabled-friendly environment**
 - **Explanation:** Measures environmental and accessibility initiatives.
 - **Key Components:**
 - Facility details.
 - **Documentation:**
 - Policy documents.
 - Geo-tagged photos.
 - **Example (SDC):** SDC has ramps and a green campus policy. Evidence includes photos and policy documents.
- **7.1.3 (QnM): Environment and energy audits**



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- **Explanation:** Evaluates audit practices.
- **Key Components:**
 - Audit reports.
- **Documentation:**
 - Green/energy audit reports.
- **Example (SDC):** SDC conducted a green audit in 2022-23. Evidence includes audit reports.
- **7.1.4 (QIM): Inclusive environment and constitutional obligations**
 - **Explanation:** Assesses inclusivity and civic education.
 - **Key Components:**
 - Inclusivity programs.
 - **Documentation:**
 - NSS activity reports.
 - Seminar records.
 - **Example (SDC):** SDC celebrates Republic Day and conducts human rights seminars. Evidence includes reports and photos.

7.2 Best Practices

- **7.2.1 (QIM): Two best practices**
 - **Explanation:** Highlights unique institutional practices.
 - **Key Components:**
 - Practice details and impact.
 - **Documentation:**
 - Detailed practice reports.
 - Photos and testimonials.
 - **Example (SDC): Practice 1:** Women's Education – SDC supports female students via scholarships (80% female enrollment). **Practice 2:** Skill Development – Offers computer training. Evidence includes enrollment data and training records.

7.3 Institutional Distinctiveness

- **7.3.1 (QIM): Performance in one distinctive area**
 - **Explanation:** Showcases a unique institutional strength.
 - **Key Components:**
 - Distinctive area and evidence.
 - **Documentation:**
 - Reports and photos.
 - **Example (SDC):** SDC's focus on rural education for first-generation learners is distinctive. Evidence includes enrollment data and NSS activity reports.
-



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Tips for SSR Preparation

1. **Data Accuracy:** Ensure all quantitative data is verified and supported by documents.
2. **DVV Compliance:** Address DVV deviations with clarifications and additional evidence.
3. **Narrative Clarity:** Write clear, concise qualitative responses with evidence links.
4. **Website Hosting:** Upload key documents (POs, feedback, etc.) on the college website.
5. **Regular Updates:** Maintain updated records for audits and future cycles.

Documentation for SSR, NMSM

Criterion 1: Curricular Aspects

1.1 Curricular Planning and Implementation

- **1.1.1 (QIM): The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**
 - **Documents Required:**
 - Academic Calendar for the last five years (2018-19 to 2022-23).
 - Minutes of IQAC and Academic Committee meetings showing curriculum planning.
 - Departmental teaching plans and syllabus distribution records.
 - Master routine/timetable for each semester.
 - Records of internal assessments (schedules, question papers, mark lists).
 - Sample study materials (PPTs, class notes) shared via Learning Management System.
 - MoUs with 18 colleges for academic collaboration.
 - Feedback analysis reports from students/stakeholders.
 - Proof of teachers' involvement in the University of Kalyani's Board of Studies (e.g., appointment letters, meeting minutes).
 - Link to the college website where program and course outcomes are uploaded.

1.2 Academic Flexibility



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- **1.2.1 (QnM): Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc.**
 - **Documents Required:**
 - List of certificate/value-added courses offered (if any, despite DVV verification showing 0).
 - Course brochures/notices with modules and outcomes.
 - Student enrollment and attendance records for these courses.
 - Certificates of course completion (if available).
 - Clarification documents addressing DVV deviation (why reported 3 courses reduced to 0).
- **1.2.2 (QnM): Percentage of students enrolled in Certificate/Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc.**
 - **Documents Required:**
 - Year-wise student enrollment data for certificate/value-added courses (2018-19 to 2022-23).
 - Completion certificates for students (if any).
 - Institutional data in NAAC-prescribed format.
 - Clarification for DVV deviation (49 students in 2022-23 reduced to 0).

1.3 Curriculum Enrichment

- **1.3.1 (QIM): Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum**
 - **Documents Required:**
 - University syllabus copies highlighting crosscutting issues (Gender, Human Values, and Environment).
 - Records of NSS activities (health/hygiene, dengue awareness, tree plantation).
 - Reports/photos of sports and cultural programs promoting gender equality.
 - Details of vending machine installation in girls' common room.
 - Sociology syllabus copies covering gender, feminism, minority rights, etc.
 - Environmental studies curriculum for 1st and 2nd semesters.
- **1.3.2 (QnM): Percentage of students undertaking project work/field work/internships**
 - **Documents Required:**
 - List of 27 students undertaking project work/field work/internships in the latest academic year.



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- Project reports/field work records/internship certificates.
- Departmental records of project assignments.
- Clarification for DVV deviation (94 students reduced to 27).

1.4 Feedback System

- **1.4.1 (QIM): Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders**
 - **Documents Required:**
 - Sample feedback forms from students, teachers, employers, and alumni.
 - Feedback analysis reports for the last five years.
 - Action taken reports based on feedback analysis.
 - Minutes of IQAC meetings discussing feedback outcomes.
 - Link to the college website hosting feedback reports (if available).
 - Clarification for DVV deviation (from “action taken & communicated” to “collected and analyzed”).
-

Criterion 2: Teaching-Learning and Evaluation

2.1 Student Enrollment and Profile

- **2.1.1 (QnM): Enrolment percentage**
 - **Documents Required:**
 - Year-wise admission lists for first-year students (2018-19 to 2022-23).
 - Sanctioned intake letters from the University of Kalyani/Government.
 - Merit lists published on the college website.
 - Institutional data in NAAC-prescribed format showing seats filled vs. sanctioned.
- **2.1.2 (QnM): Percentage of seats filled against reserved categories**
 - **Documents Required:**
 - Admission records for SC, ST, OBC students (2018-19 to 2022-23).
 - State Government reservation policy documents.
 - Year-wise data on reserved category seats earmarked and filled.
 - Clarification for DVV deviation (e.g., 373 students in 2018-19, seats earmarked revised from 891 to 948).



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2.2 Catering to Student Diversity

- **2.2.1 (QIM): The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners**
 - **Documents Required:**
 - Records of student assessment methods (e.g., internal exam results, class tests).
 - Details of remedial classes for slow learners.
 - Programs for advanced learners (e.g., seminars, workshops).
 - Mentoring records and counseling session logs.

2.3 Teaching-Learning Process

- **2.3.1 (QIM): Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**
 - **Documents Required:**
 - Records of experiential learning activities (field trips, projects).
 - Evidence of participative learning (group discussions, quizzes, assignments).
 - ICT-based teaching records (PPTs, online class screenshots).
 - Departmental reports on teaching methodologies.

2.4 Teacher Profile and Quality

- **2.4.1 (QnM): Percentage of full-time teachers against sanctioned posts**
 - **Documents Required:**
 - Sanctioned post letters from UGC/University/State Government.
 - Appointment letters of full-time teachers (2018-19 to 2022-23).
 - Faculty list with joining dates.
 - Clarification for DVV deviation (e.g., sanctioned posts revised for 2019-20 from 24 to 11).
- **2.4.2 (QnM): Percentage of full-time teachers with NET/SET/SLET/Ph.D./D.Sc./D.Litt./L.L.D**
 - **Documents Required:**
 - Copies of NET/SET/Ph.D. certificates for faculty.
 - Year-wise list of qualified teachers (2018-19 to 2022-23).



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- Clarification for DVV deviation (e.g., 23 teachers in 2022-23 reduced to 14).

2.5 Evaluation Process and Reforms

- **2.5.1 (QIM): Mechanism of internal/external assessment is transparent and the grievance redressal system is time-bound and efficient**
 - **Documents Required:**
 - Internal assessment schedules and guidelines.
 - Sample internal exam question papers and answer sheets.
 - Grievance redressal policy and committee records.
 - Records of resolved assessment-related grievances.

2.6 Student Performance and Learning Outcomes

- **2.6.1 (QIM): Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed**
 - **Documents Required:**
 - PO and CO statements for all programs (Bengali, English, Sociology, etc.).
 - Screenshots of college website displaying POs and COs.
 - Records of orientation programs explaining POs/COs to students.
- **2.6.2 (QIM): Attainment of POs and COs are evaluated**
 - **Documents Required:**
 - Evaluation reports of PO/CO attainment (e.g., exam results analysis).
 - Feedback from students on CO attainment.
 - Departmental records of outcome assessments.

2.7 Student Satisfaction Survey

- **2.7.1 (QnM): Online student satisfaction survey regarding teaching learning process**
 - **Documents Required:**
 - Student satisfaction survey questionnaires.
 - Analysis reports of survey results.
 - Action taken reports based on survey feedback.
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Criterion 3: Research, Innovations and Extension

3.1 Resource Mobilization for Research

- **3.1.1 (QnM): Grants received from Government and non-governmental agencies for research projects/endowments**
 - **Documents Required:**
 - Sanction letters for research grants (if any).
 - Financial statements showing grant utilization.
 - Research project reports (if applicable).

3.2 Innovation Ecosystem

- **3.2.1 (QIM): Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives**
 - **Documents Required:**
 - Records of Research and Publication Cell activities.
 - Details of special lectures on research advancements.
 - Policy documents for seed money/financial support for research.
 - Records of in-house seminars/workshops.
- **3.2.2 (QnM): Number of workshops/seminars/conferences including on Research Methodology, IPR, and entrepreneurship**
 - **Documents Required:**
 - Event brochures, schedules, and attendance records.
 - Geo-tagged photos of events.
 - Clarification for DVV deviation (e.g., 19 events reduced to 0).

3.3 Research Publications and Awards

- **3.3.1 (QnM): Number of research papers published per teacher in the Journals notified on UGC CARE list**
 - **Documents Required:**
 - Copies of published research papers in UGC CARE journals.
 - Publication list with ISSN/ISBN numbers.
 - Clarification for DVV deviation (e.g., 24 papers reduced to 3).
- **3.3.2 (QnM): Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings**



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- **Documents Required:**
 - Copies of books/chapters/conference papers.
 - Publication list with ISBN/ISSN details.
 - Clarification for DVV deviation (65 publications reduced to 41).

3.4 Extension Activities

- **3.4.1 (QIM): Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues**
 - **Documents Required:**
 - Reports of NSS activities (plantation, blood donation, awareness campaigns).
 - Geo-tagged photos of extension activities.
 - Impact assessment reports of community outreach.
- **3.4.2 (QIM): Awards and recognitions received for extension activities from government/recognized bodies**
 - **Documents Required:**
 - Certificates/letters of awards for extension activities (if any).
- **3.4.3 (QnM): Number of extension and outreach programs conducted through NSS/NCC**
 - **Documents Required:**
 - Detailed reports of outreach programs (2018-19 to 2022-23).
 - Attendance records and geo-tagged photos.
 - Clarification for DVV deviation (20 programs reduced to 9).

3.5 Collaboration

- **3.5.1 (QnM): Number of functional MoUs/linkages with institutions/industries**
 - **Documents Required:**
 - Copies of 3 functional MoUs (as per DVV verification).
 - Activity reports under MoUs (e.g., faculty exchange, collaborative research).
 - Clarification for DVV deviation (if initial claim was higher).

Criterion 4: Infrastructure and Learning Resources



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4.1 Physical Facilities

- **4.1.1 (QIM): Availability of adequate infrastructure and physical facilities**
 - **Documents Required:**
 - Infrastructure inventory (classrooms, library, playground, canteen, etc.).
 - Geo-tagged photos of facilities (smart classroom, IQAC room, library).
 - Records of CCTV installation and monitoring.
 - Details of playground, gardens, and sports facilities.
- **4.1.2 (QnM): Percentage of expenditure for infrastructure development and augmentation**
 - **Documents Required:**
 - Audited financial statements showing infrastructure expenditure (2018-19 to 2022-23).
 - Clarification for DVV deviation (e.g., 2022-23 expenditure revised from 42.76 to 6.72 lakhs).

4.2 Library as a Learning Resource

- **4.2.1 (QIM): Library is automated using Integrated Library Management System (ILMS), subscription for e-resources, amount spent on purchase of books, journals**
 - **Documents Required:**
 - Screenshots of KOHA software interface.
 - INFLIBNET N-List subscription receipts.
 - Library stock register (approx. 10,000 books, journals, magazines).
 - Records of remote access to digital resources (question papers, syllabus).

4.3 IT Infrastructure

- **4.3.1 (QIM): Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**
 - **Documents Required:**
 - Records of 14 computers and internet connectivity details.
 - Wi-Fi installation and maintenance records.
 - IT upgrades proposals by Teaching Aids and Academic Sub-committee.
- **4.3.2 (QnM): Student-Computer ratio**
 - **Documents Required:**
 - Inventory of computers available for student use (2 as per DVV).
 - Student enrollment data for the latest academic year.



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- Clarification for DVV deviation (4 computers reduced to 2).

4.4 Maintenance of Campus Infrastructure

- **4.4.1 (QnM): Percentage expenditure incurred on maintenance of physical facilities and academic support facilities**
 - **Documents Required:**
 - Audited financial statements showing maintenance expenditure.
 - Clarification for DVV deviation (e.g., 2022-23 expenditure revised from 42.76 to 0 lakhs).
-

Criterion 5: Student Support and Progression

5.1 Student Support

- **5.1.1 (QnM): Percentage of students benefited by scholarships and freeships provided by the Government/Non-Government agencies**
 - **Documents Required:**
 - Scholarship sanctions letters and disbursement records.
 - List of students benefited under Kanyashree Prakalpa and other schemes.
 - Financial aid records for needy students.
- **5.1.2 (QnM): Capacity development and skills enhancement activities**
 - **Documents Required:**
 - Records of soft skills, language, life skills, and ICT programs.
 - Attendance and photos of yoga, computer literacy, tailoring, beautician courses.
 - Clarification for DVV deviation (3 activities reduced to 1).
- **5.1.3 (QnM): Percentage of students benefitted by guidance for competitive examinations and career counseling**
 - **Documents Required:**
 - Records of career counseling sessions and competitive exam guidance.
 - Attendance and feedback from students.
- **5.1.4 (QIM): The institution adopts the following for redressal of student grievances**
 - **Documents Required:**
 - Grievance redressal policy and committee details.
 - Records of grievances received and resolved.



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- Anti-ragging committee reports.

5.2 Student Progression

- **5.2.1 (QnM): Percentage of placement of outgoing students and students progressing to higher education**
 - **Documents Required:**
 - Placement records and appointment letters (if any).
 - Admission records for higher education (PG, B.Ed.).
 - Clarification for DVV deviation (e.g., 1 student in 2018-19, outgoing students revised).
- **5.2.2 (QnM): Percentage of students qualifying in state/national/international level examinations**
 - **Documents Required:**
 - Certificates of students qualifying NET/SET/JAM, etc.
 - Year-wise list of qualifiers.

5.3 Student Participation and Activities

- **5.3.1 (QnM): Number of awards/medals for outstanding performance in sports/cultural activities**
 - **Documents Required:**
 - Certificates and photos of awards/medals.
 - Event participation records.
- **5.3.2 (QnM): Average number of sports and cultural programs**
 - **Documents Required:**
 - Event schedules and participation records (2018-19 to 2022-23).
 - Geo-tagged photos of sports/cultural events.
 - Clarification for DVV deviation (e.g., 1100 events in 2022-23 reduced to 10).

5.4 Alumni Engagement

- **5.4.1 (QIM): There is a registered Alumni Association**
 - **Documents Required:**
 - Documentation of alumni activities (despite no registered association).
 - Records of moral support provided by alumni.
 - Alumni meeting minutes (if any).



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Criterion 6: Governance, Leadership and Management

6.1 Institutional Vision and Leadership

- **6.1.1 (QIM): The institutional governance and leadership are in accordance with the vision and mission**
 - **Documents Required:**
 - Vision and Mission statements (as per SSR).
 - Institutional Development Plan (IDP) from 2018-19.
 - Minutes of Governing Body (GB) meetings.
 - Records of committee activities (IQAC, Academic, Finance, etc.).
 - Reports on NEP implementation initiatives.

6.2 Strategy Development and Deployment

- **6.2.1 (QIM): The institutional perspective plan is effectively deployed**
 - **Documents Required:**
 - Strategic plan documents and implementation reports.
 - Governing Body resolutions on policy and infrastructure development.
 - Recruitment records for teaching and non-teaching staff.
 - West Bengal Universities and Colleges Act, 2017 compliance documents.
- **6.2.2 (QnM): Institution implements e-governance**
 - **Documents Required:**
 - Screenshots of e-governance systems (if any, despite DVV showing none).
 - Clarification for DVV deviation (from “all” to “none”).

6.3 Faculty Empowerment Strategies

- **6.3.1 (QIM): The institution has performance appraisal system, effective welfare measures**
 - **Documents Required:**
 - Performance appraisal policy and forms.
 - Records of welfare measures (PF, leaves, festival allowances).
 - Training program records for non-teaching staff.
 - Financial assistance records for medical emergencies.
- **6.3.2 (QnM): Percentage of teachers provided with financial support**
 - **Documents Required:**



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- Policy document on financial support for conferences/workshops.
- Financial support disbursement records (if any, despite 0% reported).
- **6.3.3 (QnM): Percentage of teaching and non-teaching staff participating in FDP/MDP**
 - **Documents Required:**
 - Certificates of FDP/MDP participation (15 staff in 2022-23).
 - Attendance records and program schedules.
 - Clarification for DVV deviation in non-teaching staff numbers.

6.4 Financial Management and Resource Mobilization

- **6.4.1 (QIM): Institution has strategies for mobilization and optimal utilization of resources**
 - **Documents Required:**
 - Audited financial statements showing fund mobilization.
 - Grant sanctions letters from Dept. of Higher Education, NTPC, etc.
 - Records of student fee collection and development fund utilization.
 - Internal and external audit reports.

6.5 Internal Quality Assurance System

- **6.5.1 (QIM): Internal Quality Assurance Cell (IQAC) has contributed significantly**
 - **Documents Required:**
 - IQAC meeting minutes and action taken reports.
 - Records of orientation programs for new students.
 - Feedback collection and analysis reports.
 - Reports on e-teaching during the pandemic.
- **6.5.2 (QnM): Quality assurance initiatives of the institution**
 - **Documents Required:**
 - IQAC meeting minutes and quality improvement initiatives.
 - Academic and Administrative Audit (AAA) reports.
 - Records of collaborative initiatives with other institutions.
 - Clarification for DVV deviation (from 4 to 2 initiatives).

Criterion 7: Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities



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- **7.1.1 (QIM): Institution has initiated the Gender Audit and measures for the promotion of gender equity**
 - **Documents Required:**
 - Gender audit reports for the last five years.
 - Records of seminars/workshops on gender issues.
 - Photos of girls' common room facilities and vending machine.
 - Vishaka Cell and Internal Complaints Committee reports.
 - CCTV installation and monitoring records.
- **7.1.2 (QnM): The Institution has facilities and initiatives for alternate energy, waste management, water conservation, green campus, disabled-friendly environment**
 - **Documents Required:**
 - Policy document on green/plastic-free campus.
 - Geo-tagged photos of facilities (ramps, wheelchairs, Divyang toilet).
 - Clarification for DVV deviation (from 2 to 1 facility).
- **7.1.3 (QnM): Quality audits on environment and energy**
 - **Documents Required:**
 - Green audit/environment audit reports.
 - Certificates from auditing agencies.
 - Reports on environmental promotion activities beyond campus.
 - Clarification for DVV deviation (from 3 to 1 audit).
- **7.1.4 (QIM): Institutional efforts in providing an inclusive environment**
 - **Documents Required:**
 - Reports of NSS activities (plantation, blood donation, awareness campaigns).
 - Records of festival celebrations promoting communal harmony.
 - Scholarship helpdesk records for financial aid.
 - Seminar/lecture reports on democracy and human rights.

7.2 Best Practices

- **7.2.1 (QIM): Describe two best practices successfully implemented**
 - **Documents Required:**
 - Detailed reports on Best Practice 1: Women Education (e.g., enrollment data showing 67% female students, scholarship records).
 - Detailed reports on Best Practice 2: Skill Development (e.g., computer training, tailoring, yoga class records).
 - Geo-tagged photos and attendance records of related activities.



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7.3 Institutional Distinctiveness

- **7.3.1 (QIM): Portray the performance of the Institution in one area distinctive to its priority and thrust**
 - **Documents Required:**
 - Reports on serving rural, first-generation learners (enrollment data, community outreach).
 - Records of skill-based training programs (computer, tailoring, spoken English).
 - Alumni success stories (e.g., PG enrollment, competitive exam results).
 - Library stock register and usage records.
 - Photos of hostel, sports, and health check-up facilities.
 - College journal and magazine publication records.
-

Additional Notes

- **DVV Deviations:** For metrics where DVV revised the institution's claims (e.g., 1.2.1, 3.3.1, 4.1.2), clarifications or additional documents are crucial to justify initial claims or explain discrepancies.
- **Extended Profile:**
 - **1.1:** Number of full-time teachers (23 as per DVV) – provide faculty list and appointment letters.
 - **1.2:** Year-wise teacher data – provide supporting documents for revised counts (e.g., 11 teachers in 2018-19).
 - **3.1:** Expenditure data – audited statements to support revised figures (e.g., 66.66 lakhs in 2022-23).
- **Future Plans:** Documents related to future plans (e.g., new courses, incubation center) may be included as supplementary evidence for institutional vision.
- **Website Links:** Ensure all claimed website links (e.g., feedback, POs/COs) are functional and accessible.

Conclusion

This manual provides a roadmap for affiliated colleges to prepare a robust SSR for NAAC accreditation. By understanding each criterion and sub-metric, colleges can systematically document their strengths and address gaps. The example of Saraswati Degree College illustrates



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practical application, ensuring alignment with NAAC expectations. For further assistance, colleges can refer to NAAC's official guidelines or consult IQAC coordinators.

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