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COMPARATIVE STUDY OF AQAR 2019-20 WITH AQAR 2020-21: A JOURNEY OF HEI'S TOWARDS NEP 2020

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ABSTRACT – The National Assessment and Accreditation Council (NAAC) has recently taken a step to inculcate National Education Policy (NEP) 2020 in Higher Education Institution (HEIs) to integrate humanities and Science. The new AQAR from 2020-21 is a decision which will focus on Outcome Based Education, Skill development and Value based education.

The New AQAR strives to match the global education system of National HEIs by preparing the Academic Bank of Credit. It helps students and organizations to stand parallelly to cross border nations as well as incorporate multi-disciplinary in their curricular and Co-curricular approach. AQAR with effect from 2020-21 eliminated duplication of data and gave a roadmap to organizations to fill true and fair data with appropriate proofs.

This paper is an attempt to understand the AQAR 2020-21 and its variation with AQAR 2019-20 taking all PARTS and CRITERION with their elimination or addition of Affiliated/Constituent Colleges. This paper is a study about the focus point of AQAR 2020-21 and Inculcation of NEP in it.

Index Terms– NEP, HEIs, AQAR, Continuous Internal Evaluation (CIE), Academic Bank of Credits (ABC),

INTRODUCTION OF AQAR - Annual Quality Assurance Report (AQAR) is a yearly report, which should be submitted to NAAC every year by all Accredited Institutions as per the format prescribed by online. All the HEI's accredited by NAAC should submit AQAR reports to NAAC every year. The AQAR period would be the Academic Year. For example, June 1, 2012 to May 31, 2013. AQAR would be helpful to know the improvements of the institution after the accreditation.

AQAR is a useful document which gives an overall picture of the institutional growth in all the seven criteria identified by NAAC for the year. It also provides systematic data with respect to various improvements to be taken up by the institution. AQAR submission is mandatory for all Accredited Institutions. It is one of the mandatory requirements for the subsequent cycle of accreditation. If the institution has not submitted earlier AQAR, it needs to submit before filling up the IIQA or at least before submission of the RAR report to NAAC. From January 1, 2019 onwards only online AQAR will be accepted. Institutions are requested to look into the NAAC portal. AQAR submission is a must for Accredited HEIs. During the Institutional visit the NAAC peer teams will interact with the IQACs to know the progress, functioning as well quality sustenance initiatives undertaken.

Methodology - The research is based on only secondary data and is descriptive and qualitative in nature. The reference for this paper is solely taken from NAAC and UGC Website**.**

OLD AQAR Vs AQAR 2020-21

ELIMINATION OF FOLLOWING QUESTION FROM PART – A OF AQAR TILL 2019-20

Q.7) IQAC

7.1 Quality initiatives by IQAC during the year for promoting quality culture

Q.15) whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning?

Q.17) Does the Institution have a Management Information System? (In case answer is yes, give a brief description and a list of modules currently operational in 500 words)

ADDITION in AQAR 2020-21

ADDITIONAL OF PART -2 INSTITUTIONAL PREPAREDNESS FOR NEP (500 WORDS)

Institutional preparedness for NEP must include

● Multidisciplinary/Interdisciplinary
● Academic Bank of Credits (ABC)
● Skill Development
● Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
● Focus on Outcome based education (OBE)

- Distance education/Online education

1.Multidisciplinary / interdisciplinary: This factor emphasizes towards the integration of humanities and science with STEM (Science, Technology, Engineering, and Mathematics) as well as towards the attainment of a holistic and multidisciplinary education for flexible and innovative curricula. The following are the objectives: -

i. To describe the vision/plan of the institution to transform itself into a holistic multidisciplinary institution.
ii. To describe the Institutional approach towards the integration of humanities and science with STEM (Science, Technology, Engineering, and Mathematics) as well as provide the detail of programs with STEM combinations.
iii. To share detail information about credit-based courses and projects offered by institution in the areas of community engagement and service, environmental education, and value- based towards the attainment of a holistic and multidisciplinary education for flexible and innovative curricula
iv. To explain with examples of institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning.
v. To elaborate the institutional plans to engage more in multidisciplinary research endeavors and find solutions to society's most demanding issues and challenges
vi. To label good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach as per NEP 2020.

2. Academic bank of credits (ABC) – ABC is an effort towards the calculation of credit so that institution can go for seamless collaboration, joint degrees between Indian and foreign institutions by credit transfer. The aim can be achieved by moving in right direction through following points: -

i. To illustrate the initiatives taken by the institution to fulfill the requirement of Academic bank of credits as proposed in NEP 2020.
ii. To identity whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme.
iii. To Identify all the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.
iv. To elaborate the faculties contribution in designing their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.
v. To summarize good practice/s of the institution pertaining to the implementation of ABC as per NEP 2020.

3. Skill development: Inculcation of Vocation education and Value-based education amongst the learner which include the development of humanistic, ethical, Constitutional, and universal human values along with conventional education is the crux. This enable a student to be responsible human as well as person with various skill.

i. To describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework.
ii. To provide the details of the programmes offered to promote vocational education and its integration into mainstream education.
iii. To provide information about inculcation of Value-based education amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values (truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills) etc.
iv. To enlist the institution's efforts to towards credit structure which ensure that all students take at least one vocational course before graduating.
v. To list all services of Industry veterans and Master Crafts persons, who provide vocational skills and overcome gaps
vi. To offer vocational education in ODL/blended/on-campus modular modes to Learners.
vii. To describe NSDC association by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.
viii. To develop Skilling for students through online and/or distance mode.
ix. To summarize good practice/s of the institution pertaining to the Skill development in view of NEP 2020.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) – The main focus is on amalgamation of Indian Knowledge by promoting languages, culture and tradition through Online and Offline mode.

i. To demarcate the strategies regarding the integration of the Indian Knowledge system i.e Indian Language, Indian culture etc, as a part of the curriculum using both in offline and online courses.
ii. To provide details of the institution's plans to train its faculties to provide the classroom delivery in bilingual mode -English and Vernacular.
iii. To Provide the details of the degree courses taught in Indian languages and bilingually in the institution.
iv. To describe the efforts of the institution by to preserving and promoting -Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) and Indian ancient traditional knowledge iii. Indian Arts iv. Indian Culture and traditions.
v. To summarize good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system.

5. Focus on Outcome based education (OBE): Outcome-Based Education (OBE) is a student-centric teaching and learning methodology. It focuses on measuring student performance at different levels.

i. To describe the institutional initiatives by which it transforms its curriculum towards OBE.
ii. To illustrate the efforts made by the institution to apprehension the Outcome based education in teaching & learning practices.
iii. To summarize good practice/s of the institution pertaining to the Outcome based education (OBE)

6. Distance education/online education: Online distance learning is interaction between students and teachers using various online applications which provide flexibility in regard to modalities and timing of teaching and learning.

i. To delineate the possibilities vocational courses through ODL (**Online distance learning**) mode in the institution.

ii.   To develop and use various technological tools for teaching learning activities.

iii.   To understand the details about the institutional determination towards blended learning.

iv.   To summarize good practice/s of the institution pertaining to the Distance education/online education .

ADDITION OF EXTENDED PROFILE

Question	Details
1.Programme	1.1 Number of courses offered by the Institution across all programs during the year
2.Student:	2.1 Number of students during the year. 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year 2.3 Number of outgoing/ final year students during the year
3. Academic:	3.1 Number of full time teachers during the year 3.2 Number of Sanctioned posts during the year
4. Institution:	4.1 Total number of Classrooms and Seminar halls 4.2 Total expenditure excluding salary during the year(INR in lakhs) 4.3 Total number of computers on campus for academic purposes: _____

CRITERION WISE COMPARATIVE - As per NAAC assessment relies on the following set of 7 criteria. Here we have attempted to compare all Criteria AQAR wise and try to find elimination, addition, Change in Qualitative and Quantitative Metrics as per well as special focus if any

CRITERIA I – CURRICULAR ASPECTS - This criterion deals with how the curriculum aligns with the mission statement of the institution as curriculum & syllabus are core pillars of quality education. It's crucial to have a relevant, detailed, well-organized syllabus to boost the student learning outcomes & skills.

Question Summary of CRITERIA-I			
Old AQAR (Till 2019-20)		New AQAR	
Key Aspect	No. of Question	Key Aspect	No. of Question
1.1	2	1.1	3
1.2	3	1.2.	3
1.3	2	1.3	3
1.4	2	1.4	2
TOTAL	9 (Q1M=2,QnM=7)	TOTAL	11 (Q1M=3,QnM=8)

1.1 Curriculum Planning and Implementation -

Old AQAR (Till 2019-20)	New AQAR
1.1.1 - QlM Institution has the mechanism for well-planned curriculum delivery and documentation. Explain in **500** words	1.1.1 - QlM The Institution ensures effective curriculum delivery through a well-planned and documented process Write description of initiatives in not more than **200** words
1.1.2 QnM Certificate/ Diploma Courses introduced during the Academic year	1.1.2. - QlM The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE) Write description in maximum of 200 words
	1.1.3.- QnM Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year

Result –

- The addition of Continuous Internal Evaluation (CIE) i.e. the college has adopted a method of assessing the academic performance of the students on a continuous basis.
- The teacher are encouraged to be part of CURRICULUM DEVELOPMENT, which was Previously in 2.5.2 & 4.3.4

1.2 Academic Flexibility

Old AQAR (Till 2019-20)	New AQAR
1.2.1 QnM New programmes /courses introduced during the Academic year	1.2.1 QnM Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented
1.2.2 QnM Programmes in which Choice Based Credit System (CBCS)/Elective course system is implemented at the affiliated Colleges (if applicable) during the Academic year.	1.2.2 QnM Number of Add on /Certificate programs offered during the year.
1.2.3 QnM Students enrolled in Certificate/ Diploma Courses introduced during the year	1.2.3 QnM Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

Result – More emphasis on ADD ON COURSES so that students can choose subjects of their area of interest apart from conventional education

1.3 Curriculum Enrichment

Old AQAR (Till 2019-20)	New AQAR
1.3.1 QnM Value-added courses imparting transferable and life skills offered during the year	1.3.1. QlM Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
1.3.2 QnM Field Projects / Internships under taken during the year	1.3.2. QnM Number of courses that include experiential learning through project work/field work/internship during the year
	1.3.3 QnM Number of students undertaking project work/field work/ internships

Result – New AQAR focuses on EXPERIENTIAL LEARNING rather than Rote learning/ Experiential Learning is the process of learning by doing. i.e. engaging students in hands-on experiences and reflection, they are better able to bridge the gap between connect theories learned in the classroom and real-world situations

1.4 Feedback System

Old AQAR (Till 2019-20)	New AQAR
1.4.1 QnM Whether structured feedback received from all the stakeholders. 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents	1.4.1. QnM Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders - 1) Students 2) Teachers 3) Employers 4) Alumni
1.4.2 QlM How the feedback obtained is being analyzed and utilized for overall development of the institution? (Maximum 500 words)	1.4.2. QnM Feedback process of the Institution may be classified as follows: Options: A. Feedback collected, analyzed and action taken and feedback available on website B. Feedback collected, analyzed and action has been taken C. Feedback collected and analyzed D. Feedback collected E. Feedback not collected

Result – Not merely taking feedback is sufficient, Here AQAR 2020-21 concentrate on collecting FEEDBACK from various stakeholders as well as analyze it and take necessary measure if required.

CRITERION II -TEACHING-LEARNING AND EVALUATION - This criterion reflects implementation of teaching-learning activities & keeping a tab on the results to enhance student progress in all every aspect. This criterion also takes care of teachers to have opportunities for continued academic growth and professional development.

Question Summary of CRITERION II

Old AQAR (Till 2019-20)		New AQAR	
Key Aspect	No. of Question	Key Aspect	No. of Question
2.1	1	2.1	2
2.2	1	2.2	2
2.3	2	2.3	3
2.4	2	2.4	3
2.5	3	2.5	2
2.6	2	2.6	3
2.7	1	2.7	1
TOTAL	12 (Q1M=2,QnM=7)	TOTAL	16(Q1M=9,QnM=7)

2.1 Student Enrolment and Profile

Old AQAR (Till 2019-20)	New AQAR
2.1.1 QnM Demand Ratio during the year	2.1.1. QnM Enrolment Number
	2.1.2. QnM Number of seats filled against seats reserved for various categories (SC,ST,OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

Result – New AQAR focuses on CATEGORY WISE ENROLMENT of students which help to understand that reserved and especially abled students are also getting fair chance to learn and grow

2.2 Catering to Student Diversity

Old AQAR (Till 2019-20)	New AQAR
2.2.1. QnM Student - Full time teacher ratio (current year data)	2.2.1 QlM The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners. Write description in maximum of 200 words
	2.2.2. QnM Student- Full time teacher ratio (Data for the latest completed academic year)

Result – AQAR 2020-21 concentrate programmes FOR ADVANCED LEARNERS AND SLOW LEARNERS which help compensatory and remedial teaching for slow learner.

2.3 Teaching - Learning Process

Old AQAR (Till 2019-20)	New AQAR
2.3.1 QnM Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)	2.3.1 QlM Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences Upload a description in maximum of 200 words
2.3.2 QlM Students mentoring system available in the institution? Give details. (maximum 500 words)	2.3.2. QlM Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words
	2.3.3.QnM Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

Result – The focus is shifted to - EXPERIENTIAL LEARNING, PARTICIPATIVE LEARNING AND PROBLEM SOLVING so to enhance learning experience. This methodology helps to transform students from being relegated to the role of passive recipients to active and involved stake holders, apart from boosting their confidence and encouraging independence

2.4 Teacher Profile and Quality

Old AQAR (Till 2019-20)	New AQAR
2.4.1 QnM Number of full time teachers appointed during the year	2.4.1.QnM Number of full time teachers against sanctioned posts during the year
2.4.2 QnM Honours and recognitions received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognized bodies during the year)	2.4.2QnM Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count
	2.4.3.QnM Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year

Result – New AQAR ELIMINATE Old AQAR 2.4.2 i.e. Honours and recognitions received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognized bodies during the year) but motivates Management to felicitate teachers for awards in other Criteria.

2.5 Evaluation Process and Reforms

Old AQAR (Till 2019-20)	New AQAR
2.5.1 QlM Number of days from the date of semester-end/ year- end examination till the declaration of results during the year	2.5.1. QlM Mechanism of internal assessment is transparent and robust in terms of frequency and mode .(200 words)
2.5.2 QlM Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)	2.5.2. QlM Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient.(200 words)
2.5.3 QlM Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)	

Result ACADEMIC CALENDAR is backbone for planning Academic activities so made part of - PART A
There is addition of MECHANISM TO DEAL WITH INTERNAL EXAMINATION RELATED GRIEVANCES to provide transparency and efficiency to internal assessment/exams too.

2.6. Student Performance and Learning Outcomes

Old AQAR (Till 2019-20)	New AQAR
2.6.1 QlM Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the web link)	2.6.1. QlM Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.(200 words)
2.6.2 QnM Pass percentage of students	2.6.2. QlM Attainment of Programme outcomes and course outcomes are evaluated by the institution. (200 Words)
	2.6.3. QnM Pass percentage of Students during the year

Result – Apart from displaying PROGRAMME OUTCOMES AND COURSE OUTCOMES on website ,institution are motivated to evaluate the attainment of Programme outcomes and course outcomes .

2.7 Student Satisfaction Survey

Old AQAR (Till 2019-20)	New AQAR
2.7.1 QnM Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink	2.7.1 QnM Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

CRITERION III – RESEARCH,INNOVATIONS AND EXTENSION -This criterion seeks information on the policies, practices and outcomes of the institution, and efforts made by the institution to promote a 'research culture'.

Total Question Summary

Old AQAR (Till 2019-20)		New AQAR	
Key Aspect	No. of Question	Key Aspect	No. of Question
3.1	1	3.1	3
3.2	3	3.2	2
3.3	7	3.3	3
3.4	3	3.4	4
3.5	3	3.5	2
TOTAL	17(QnM= 17)	TOTAL	14(Q1M=2, QnM=12)

3.1 Resource Mobilization for Research

Old AQAR (Till 2019-20)	New AQAR
3.1.1 QnM Research funds sanctioned and received from various agencies, industry and other organizations	3.1.1. QnM Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs
	3.1.2. QnM Number of teachers recognized as research guides
	3.1.3 QnM Number of departments having Research projects funded by government and non-government agencies during the year

Result – Focus is shifted more on DEPARTMENAL RESEARCH PROJECTS FUNDED by government and non-government agencies as well as TEACHERS RECOGNIZED AS RESEARCH teachers recognized as research guides to give progression to research culture.

3.2 Innovation Ecosystem

Old AQAR (Till 2019-20)	New AQAR
3.2.1 QnM Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year	3.2.1. QlM Institution has created an ecosystem for innovations and has initiatives for creation (200 Words)
3.2.2 QnM Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year	3.2.2. QnM Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year
3.2.3 QnM No. of Incubation center created, start-ups incubated on campus during the year	

Result – Merged OLD 3.2. 3INCUBATION CENTRE CREATED, START-UPS INCUBATED ON CAMPUS to NEW 3.2.1

3.3 Research Publication and Awards

Old AQAR (Till 2019-20)	New AQAR
3.3.1 QnM Incentive to the teachers who receive recognition/awards	3.3.1. QnM Number of Ph.Ds registered per eligible teacher during the year
3.3.2 QnM Ph. Ds awarded during the year (applicable for PG College, Research Center)	3.3.2. QnM Number of research papers per teachers in the Journals notified on UGC website during the year
3.3.3 QnM Research Publications in the Journals notified on UGC website during the year	3.3.3.QnM Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during year
3.3.4 QnM Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year	
3.3.5 QnM Bibliometric of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or Pub Med/ Indian Citation Index	
3.3.6 QnM h-index of the institutional publication during the year (based on Scopus/Web of science)	
3.3.7 QnM Faculty participation in Seminars/Conferences and Symposia during the year	

Result - Elimination of

OLD 3.3.1 Incentive to the teachers who receive recognition/awards

OLD 3.3.4 Bibliometric of the publications during the last academic year based on average citation index in Scopus/ web of science or pub med/ Indian citation index

OLD 3.3.6 h-index of the institutional publication during the year (based on Scopus/web of science)

OLD 3.3.7 faculty participation in seminars/conferences and symposia during the year

3.4 Extension

Old AQAR (Till 2019-20)	New AQAR
3.4.1 QnM Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year	3.4.1.QlM Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the years.(200 Words)
3.4.2 QnM Awards and recognition received for extension activities from Government and other recognized bodies during the year	3.4.2. QnM Number of awards and recognitions received for extension activities from government/ government recognized bodies during the year
3.4.3 QnM Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year	3.4.3. QnM Number of extension and outreach Programmes conducted by the institution through NSS/ NCC/Government and Government recognized bodies during the year
	3.4.4. QnM Number of students participating in extension activities at 3.4.3. above during year

Result – The concentration is towards the holistic development of students by engaging them in EXTENSION ACTIVITIES

3.5 Collaborations

Old AQAR (Till 2019-20)	New AQAR
3.5.1 QnM Number of Collaborative activities for research, faculty exchange, student exchange during the year	3.5.1. QnM Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year
3.5.2 QnM Linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the year	3.5.2. QnM Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year
3.5.3 QnM MoUs signed with institutions of national, international importance, other universities, industries, Guidelines of IQAC and submission of AQAR for Affiliated/Constituent Colleges corporate houses etc. during the year	

 Result – NAAC promotes collaboration & MOUs but more attention is given on functional MOUS, which means various activities are been conducted by college and MOU Partner.

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES - The growth and maintenance of the physical infrastructure, ICT facilities, Library resources etc. keeps pace with the academic developments in the institution.

Total Question Summary

Old AQAR (Till 2019-20)		New AQAR	
Key Aspect	No. of Question	Key Aspect	No. of Question
4.1	2	4.1	4
4.2	2	4.2	4
4.3	4	4.3	3
4.4	2	4.4	2
TOTAL	10 (Q1M=2,QnM=8)	TOTAL	13 Q1M5=,QnM=8)

4.1 Physical Facilities

Old AQAR (Till 2019-20)	New AQAR
4.1.1.QnM Budget allocation, excluding salary for infrastructure augmentation during the year	4.1.1. QlM The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.
4.1.2 .QnM Details of augmentation in infrastructure facilities during the year -Campus area; Class rooms, Laboratories, Seminar Halls, Classrooms with LCD facilities, Classrooms with Wi-Fi/ LAN, Seminar halls with ICT facilities, Video Centre, No. of important equipments purchased ($\geq$ 1-0 lakh) during the current year, Value of the equipment purchased during the year (Rs. in Lakhs)	4.1.2. QlM The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.
	4.1.3.QnM Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc
	4.1.4.QnM Expenditure, excluding salary for infrastructure augmentation during the year(INR in Lakhs)

Result - ELIMINATION OF OLD 4.1.1 BUDGET ALLOCATION AND REPLACED TO NEW 6.4.3 MOBILISATION OF FUND

4.2 Library as a learning Resource

Old AQAR (Till 2019-20)	New AQAR
4.2.1 QnMLibrary is automated {Integrated Library Management System -ILMS}	4.2.1. QlM Library is automated using Integrated Library Management System (ILMS
4.2.1 QnM Library Services: Text Books Reference Books,e-Books, Journals e-Journals, Digital Database, CD & Video Library automation,Weeding (Hard & Soft) Others (specify)	4.2.2. QnM The institution has subscription for the following e-resources 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access toe-resources
	4.2.3 QnM Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs) 4
	4.2.4 QnM Number per day usage of library by teachers and students (foot falls and login data for online access)

Result - FOCUS ON implementation of E-RESOURCES as well as its benefit to the students and teachers

4.3 IT Infrastructure

Old AQAR (Till 2019-20)	New AQAR
4.3.1 QnM Technology Upgradation (overall)	4.3.1. QlM Institution frequently updates its IT facilities including Wi-Fi (200 words)
4.3.2 QlM Bandwidth available of internet connection in the Institution (Leased line)	4.3.2. QnM Student – Computer ratio
4.3.3 QnM Facility for e-content	4.3.3. QnM Bandwidth of internet connection in the Institution Options: A. $\geq$ 50MBPS B. 30 - 50MBPS C. 10 - 30MBPS D. 10 - 5MBPS E. < 5MBPS
4.3.4 QnM E-content developed by teachers such as: e-PG-Pathshala, CEC (under e-PG-Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc	

4.4 Maintenance of Campus Infrastructure

Old AQAR (Till 2019-20)	New AQAR
4.4.1 QnM Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year	4.4.1 QnM Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year(INR in Lakhs)
4.4.2 QlM Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words)	4.4.2. QlM There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (200 Words)

CRITERION V –STUDENT SUPPORT AND PROGRESSION - The highlights are the efforts of an institution to provide necessary assistance to students, to acquire meaningful experiences for learning at the campus and holistic development.

Total Question Summary

Old AQAR (Till 2019-20)		New AQAR	
Key Aspect	No. of Question	Key Aspect	No. of Question
5.1	4	5.1	5
5.2	4	5.2	3
5.3	3	5.3	3
		5.4	2
TOTAL	**11** (Q1M=2, QnM=9)	**TOTAL**	13(Q1M=2, QnM=11)

5.1 Student Support

Old AQAR (Till 2019-20)	New AQAR
5.1 QnM Scholarships and Financial Support	5.1.1 QnM Number of students benefited by scholarships and free ships provided by the Government during the year
5.1.2 QnM Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,	5.1.2. QnM Number of students benefitted by scholarships, freeships etc. provided by the institution / non- government bodies, industries, individuals, philanthropists during the year
5.1.3 QnM Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year	5.1.3. QnM Capacity building and skills enhancement initiatives taken by the institution include the following 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills Options: A. All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. none of the above
5.1.4 QnM Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year	5.1.4. QnM Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the year
	5.1.5. QnM The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organization wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees Options: A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above

Result – New addition of scholarships, freeships etc. provided by the institution / non- government bodies, industries, individuals, philanthropists during the year

5.2 Student Progression

Old AQAR (Till 2019-20)	New AQAR
5.2.1 QnM Details of campus placement during the year	5.2.1 QnM Number of placement of outgoing students during the year
5.2.2 QnM Student progression to higher education in percentage during the year	5.2.2. QnM Number of students progressing to higher education during the year
5.2.3 QnM Students qualifying in state/ national/ international level examinations during the year (eg: NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)	5.2.3. QnM Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/ CLAT/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)
5.2.4 QnM Sports and cultural activities / competitions organized at the institution level during the year	

5.3 Student Participation and Activities

Old AQAR (Till 2019-20)	New AQAR
5.3.1 QnM Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)	5.3.1 QnM Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year
5.3.2 QlM Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)	5.3.2 QlM Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students' representation on various bodies as per established processes and norms)
5.3 Q1M Alumni Engagement 5.3.1 Whether the institution has registered Alumni Association? Yes/No, if yes give details (maximum 500 words): 5.3.2 No. of registered enrolled Alumni: 5.3.3 Alumni contribution during the year (in Rupees): 5.3.4 Meetings/activities organized by Alumni Association:	5.3.3. QnM Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.4 Alumni Engagement

Old AQAR (Till 2019-20)	New AQAR
	5.4.1 QlM There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services.
	5.4.2 QnM Alumni contribution during the year (INR in Lakhs) Options: A. ≥ 5Lakhs B. 4 Lakhs - 5Lakhs C. 3 Lakhs - 4Lakhs D. 1 Lakhs - 3Lakhs E. <1Lakhs

Result – New parameter/key aspect for ALUMNI ENGAGEMENT IN 5.4

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT - This criterion helps gather data on the policies and practices of an institution in the matter of planning human power requirement, recruitment, training, performance appraisal, finance management and the role of leadership in institution building.

Total Question Summary

Old AQAR (Till 2019-20)		New AQAR	
Key Aspect	No. of Question	Key Aspect	No. of Question
6.1	2	6.1	2
6.2	2	6.2	3
6.3	5	6.3	5
6.4	2	6.4	3
6.5	6	6.5	3
TOTAL	17(Q1M=9, QnM=8)	TOTAL	16(Q1M=10, QnM=6)

6.1 Institutional Vision and Leadership

Old AQAR (Till 2019-20)	New AQAR
6.1.1 Q1M Mention two practices of decentralization and participative management during the last year (maximum 500 words)	6.1.1 QlM The governance of the institution is reflective of and in tune with the vision and mission of the institution (Maximum 200 words)
6.1.2 Q1M Does the institution have a Management Information System (MIS)? Yes/No/Partial:	6.1.2 QlM The effective leadership is visible in various institutional practices such as decentralization and participative management. (Maximum 200 words)

Result - ELIMINATION OF MIS(6.1.2) as it is mandatory. The main concentration is on institution reflectiveness towards their vision and mission

6.2 Strategy Development and Deployment

Old AQAR (Till 2019-20)	New AQAR
6.2.1 Q1M Quality improvement strategies adopted by the institution for each of the following (with in 100 words each): ● Curriculum Development ● Teaching and Learning ● Examination and Evaluation ● Research and Development ● Library, ICT and Physical Infrastructure / Instrumentation ● Human Resource Management ● Industry Interaction / Collaboration ● Admission of Students	6.2.1 QlM The institutional Strategic/ perspective plan is effectively deployed (maximum 200 words)
6.2.2 QnM: Implementation of e-governance in areas of operations: Planning and Development Administration Finance and Accounts Student Admission and Support Examination	6.2.2 QlM The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. (maximum 200 words)
	6.2.3. QnM Implementation of e-governance in areas of operation 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4.Examination Options: A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above Data

Result – The main focus is on functioning of the institutional bodies & organogram.

6.3 Faculty Empowerment Strategies

Old AQAR (Till 2019-20)	New AQAR
6.3.1QnM Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year	6.3.1 QlM The institution has effective welfare measures for teaching and non- teaching staff (maximum 200 words)
6.3.2 QnM Number of professional development / administrative training programmes organized by the College for teaching and non-teaching staff during the year	6.3.2 QnM Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year
6.3.3 QnM No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year	6.3.3 QnM Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year
6.3.4 QnM Faculty and Staff recruitment (no. for permanent/fulltime recruitment):	6.3.4 QnM Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)
6.3.5 Q1M Welfare schemes for teaching, Non-teaching and Students	6.3.5 QlM Institutions Performance Appraisal System for teaching and non- teaching staff (maximum 200 words)

Result – In addition of institutions performance appraisal system for teaching and non- teaching staff part of extended profile (6.3.4)

6.4 Financial Management and Resource Mobilization

Old AQAR (Till 2019-20)	New AQAR
6.4.1 Q1M Institution conducts internal and external financial audits regularly (with in 100 words each)	6.4.1 QlM Institution conducts internal and external financial audits regularly (maximum 200 words)
6.4.2 QnM Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year (not covered in Criterion III)	6.4.2 QnM Funds / Grants received from non-government bodies, individuals, philanthropies during the year (not covered in Criterion III)
	6.4.3 QlM Institutional strategies for mobilization of funds and the optimal utilization of resources

Result – The focus is on strategies for mobilization of funds and utilization of resources (previously 4.1.1 budget allocation)

6.5 Internal Quality Assurance System

Old AQAR (Till 2019-20)	New AQAR
6.5.1 QnM Whether Academic and Administrative Audit (AAA) has been done?	6.5.1 QlM Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes (maximum 200 words)
6.5.2 Q1M Activities and support from the Parent – Teacher Association (at least three)	6.5.2 QlM The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (maximum 200 words)
6.5.3 Q1M Development programmes for support staff (at least three)	6.5.3 QnM Quality assurance initiatives of the institution include: 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements 2. Collaborative quality initiatives with other institution(s) 3. Participation in NIRF 4. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) Options: A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above
6.5.4 Q1M Post Accreditation initiative(s) (mention at least three)	
6.5.5 Q1M a. Submission of Data for AISHE portal: (Yes /No) b. Participation in NIRF: (Yes /No) c. ISO Certification: (Yes /No) d. NBA or any other quality audit: (Yes /No)	
6.5.6 QnM Number of Quality Initiatives undertaken during the year	

Result -Elimination of Parent – Teacher Association (PTA) AND Academic and Administrative Audit (AAA) and focus on Internal Quality Assurance Cell (IQAC) has contribution (previous part of q.7(7.1) & q.15 of part – a)

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES - This criterion focuses on ensuring the best practices by following the institutional values. It suggests that institutions must develop values & then follow them with utmost honesty.
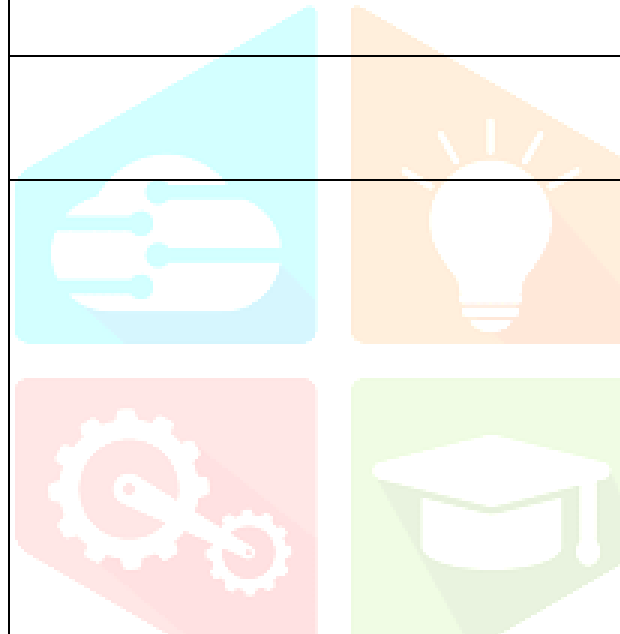
Total Question Summary

Old AQAR (Till 2019-20)		New AQAR	
Key Aspect	No. of Question	Key Aspect	No. of Question
7.1	7	7.1	11
7.2	1	7.2	1
7.3	1	7.3	1
TOTAL	**9 (Q1M=3, QnM=6)**	**TOTAL**	**13 (Q1M=6, QnM=7)**

7.1 Institutional Values and Social Responsibilities

Old AQAR (Till 2019-20)	New AQAR
7.1.1 QnM Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)	7.1.1 QlM Measures initiated by the Institution for the promotion of gender equity during the year. (Maximum 200 words)
7.1.2 QnM Environmental Consciousness and Sustainability/Alternate Energy initiatives such as: Percentage of power requirement of the College met by the renewable energy sources	7.1.2 QnM The Institution has facilities for alternate sources of energy and energy conservation measures 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment Options: A. 4 or All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above
7.1.3 QnM Differently abled (Divyangjan) friendliness 1. Provision for lift 2. Ramp/ Rails 3. Braille Software/facilities 4. Rest Rooms 5. Scribes for examination 6. Special skill development for differently abled students 7.Any other similar facility	7.1.3 QlM Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words)
7.1.4 QnM Inclusion and Situatedness (important initiatives taken to address locational advantages and disadvantages during the year)	7.1.4 QnM Water conservation facilities available in the Institution: 1. Rain water harvesting 2. Bore well /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus Options: A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1of the above E. None of the above
7.1.5 QnM Human Values and Professional Ethics	7.1.5 QnM Green campus initiatives include 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants Options: A. Any 4 or All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above
7.1.6 QnM Activities conducted for promotion of universal Values and Ethics	7.1.6 QnM Quality audits on environment and energy are regularly undertaken by the institution 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities Options: A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1of the above E. None of the above

7.1.7 Q1M Initiatives taken by the institution to make the campus eco-friendly (at least five)	7.1.7 QnM The Institution has Divyangjan-friendly, barrier free environment 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading Options: A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above
	7.1.8 QlM Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).
	7.1.9 QlM Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 200 words).
	7.1.10 QnM The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized Options: A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above
	7.1.11 QlM Institution celebrates / organizes national and international commemorative days, events and festivals (within 200 words).

Result – It focus on energy and energy conservation measures, commemorative days, events and festivals, code of conduct, quality audits on environment and energy, green campus initiatives, water conservation facilities

7.2 Best Practices

Old AQAR (Till 2019-20)	New AQAR
7.2.1 QlM Describe at least two institutional best practices	7.2.1 QlM Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

7.3 Institutional Distinctiveness

Old AQAR (Till 2019-20)	New AQAR
7.3.1 QlM Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust (not more than 500 words)	7.3.1 QlM Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

AS PER NEW AQAR - *FORMAT FOR PRESENTATION OF BEST PRACTICES
 (Institution should submit the Best Practices in this format only)
1. Title of the Practice should capture the keywords that describe the practice.
2. Objectives of the Practice in 20 words
3. The Context in 30 words
4. The Practice in 50 words
5. Evidence of Success in 40 words.
 6. Problems Encountered and Resources Required in 30 word.
7. Notes (Optional) Please add any other information (in about 30 words).
FUTURE PLANS OF ACTION FOR NEXT ACADEMIC YEAR
Old AQAR (Till 2019-20) - 500 WORDS
New AQAR - 200 WORDS

LIMITATION OF STUDY - The study is limited to Affiliated/Constituent Colleges and not taken into consideration of autonomous colleges and universities.

FINDINGS AND CONCLUSION - After studying the AQAR of AY 2019-20 and AY 2020-21, it is found that there is vast variation in terms of the concise content and clarity. AQAR 2020-21 merely focuses on implementation of NEP 2020 with an approach linked to Outcome Based Education to inculcate holistic development of the students.

It also provides guidelines to HEIs so that they can parallel stand with the global Education System. With inclusion of Institutional preparedness for NEP - bridge is made for HEIs to achieve Multidisciplinary/Interdisciplinary approach, create and maintain Academic Bank of Credits (a important factor to step in global system), Skill Development approach with insemination of Indian Knowledge system, by using Online/ Offline/regular and distance learning platforms.

The new AQAR focuses on CIE and encourages teachers to be a crucial part in curriculum development. It also motivates teachers to be motivated (self and by management) and work towards ethical and transparent research. Research culture is a pillar of AQAR 2021-22.

This study ensures that NAAC is stepping forward in all dimensions and flourishing teaching, non-teaching staff, students and all related stakeholders. AQAR 2020-21 is a roadmap which gives a push to execute and   implement NEP 2020.

WEBLIOGRAPHY
- http://naac.gov.in
- https://www.ugc.ac.in/page/naac.aspx

ABBREVIATIONS:
- NAAC - National Assessment and Accreditation Council
- HEIs - Higher Education Institution
- AQAR - Annual Quality Assurance Report
- CIE – Continuous Internal Evaluation
- OBE – Outcome Based Education
- NEP – National Education Policy
- QnM – Quantitative Metrics
- QlM – Qualitative Metrics
- ABC – Academic Bank of Credits
- IIQA – Institutional Information for Quality Assessment
- RAR - Re- Accreditation Reports
- ODL - Online Distance Learning