

Criterion I: - Curricular Aspects

Criterion -I focuses on an institution's capacity to introduce a diverse array of program offerings and courses that align with both national and global developments, catering to the specific needs of the local community. Beyond considerations of diversity and academic adaptability, this criterion also evaluates the institution's efforts in career guidance, fostering multi-skill development, establishing effective feedback mechanisms, and engaging stakeholders in curriculum enhancements.

KEY INDICATORS

1.1 Curriculum Planning and Implementation

- 1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

1.2 Academic Flexibility

- 1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc.(where the students of the institution have enrolled and successfully completed during the last five years)
- 1.2.2 Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

1.3 Curriculum Enrichment

- 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum.
- 1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year).

1.4 Feedback System

- 1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website.

1.1 Curriculum Planning and Implementation

The Affiliating/Constituent Colleges play a minor role in curriculum design and development, generally adhering to the curriculum outlines provided by their respective universities. Each college then implements this curriculum in its own manner, considering its available resources, institutional objectives, and other factors. Consequently, every college envisions the execution of the curriculum in a distinct way, encompassing activities, responsibilities, timing, and more. This individualized approach renders each institution unique, reflecting its commitment to quality through emphasized values and focused sensitivities.

1.2 Academic Flexibility

The concept of academic flexibility extends to the freedom to customize course durations, pursue interdisciplinary studies, and participate in various curricular activities. The college's implementation of

supplementary enrichment initiatives, credit system, and curriculum options all play a significant role in this crucial area.

1.3 Curriculum Enrichment

The main objective of the curriculum is to support the holistic growth of students. This is pursued by integrating dynamic and relevant curricular elements, while also providing space for supplementary courses and activities. These offerings may not be directly tied to a student's chosen discipline but are designed to increase awareness of important cross-cutting topics on national and global scales, such as gender equality, environmental sustainability, human values, and professional ethics. A progressive institution would offer a variety of these "value-added" courses, enabling students to choose based on their personal interests and inclinations.

1.4 Feedback System

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs.

A HEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also analyzing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

Total Marks (100)

Key indicator			Quantitative matrix (Marks)	Qualitative matrix (Marks)
Curricular planning and implementation	1.1	1.1.1	NA	ONE (20)
Academic Flexibility	1.2	1.2.1	ONE (15)	NA
		1.2.2	ONE(15)	
Curriculum Enrichment	1.3	1.3.1	NA	ONE (10)
		1.3.2	One (20)	NA
Feedback system	1.4	1.4.1	ONE (20)	NA
TOTAL			FOUR (70)	TWO(30)