

Institutional Self-Assessment Report

The Institutional Self-Assessment Report (ISAR) shall consist of the following three parts:

- A. Executive Summary
- B. Profile of the institution
- C. Main Report

The details of each part are outlined below.

A. Executive Summary *(short write-up for each standard with a maximum of five to six pages)*

Standard 1: Governance, Leadership, and Management

Standard 1 considers the vision, mission, and objectives of the HEI. It also encompasses organizational structure, management practices, accountability and transparency. The standard will include HEI's leadership culture and academic autonomy. The standard will enable the assessors to understand the process of strategic planning and implementation.

Standard 2: Curriculum Design and Review

Standard 2 considers the key features of academic programmes such as curriculum design, review processes and their alignment with the vision of the HEI. It will look at the HEI's efforts to diversify its programme, and catering to national development goals and emerging global trends. It will also address inclusiveness and flexibility in the curriculum to suit different learning needs, career opportunities, and to facilitate credit transfer for student mobility.

Standard 3: Teaching, Learning, and Assessment

Standard 3 considers the teaching, learning, and assessment approaches and practices in the HEI including policies and systems that ensure quality. This includes the overriding philosophy, methods, and strategies of teaching, learning, and assessment. It will look at pedagogical practices that engage students in higher order thinking and investigation, real world experience, field attachment and internships, and application of ICT resources.

Standard 4: Human Resources and Services

Standard 4 considers human resource management, including policies and procedures for recruitment, management and continuous professional development of teaching faculty and administrative staff of the HEI. The standard also includes appropriate service conditions while in service as well as post-retirement as outlined in the HR service manual.

Standard 5: Research, Publications, and Linkages

Standard 5 considers the policies, practices, and outcomes with regard to the HEI's research engagement, consultancy services, and extension activities. It focuses on the facilities provided and efforts made by the HEI to promote research culture. It also enables HEIs to encourage faculty and students to undertake research projects that are relevant and useful to society.

Standard 6: Infrastructure & Learning Resources

Standard 6 considers the adequacy, quality and optimal use of academic and residential infrastructure, recreational facilities, learning resources, and other service facilities. As part of learning resources, the standard will address the quality and use of library facilities, laboratories, and ICT services for teaching and learning. It also addresses hygiene, safety, and overall maintenance of infrastructure.

Standard 7: Student Services

Standard 7 considers the policy, procedures, and criteria for student admission. Hence, it focuses on the admission processes and decisions in terms of transparency, fairness and inclusiveness. It also seeks information on records maintained by the HEI on the performance and progression of students during their course of study as well as those after graduation. Further, it looks at efforts put in by the HEI to enhance student performance and progression. It examines the administrative and financial support systems provided by the HEI to facilitate student engagement in activities that enhances employability skills and competencies. The Standard also sees how the HEI engages its alumni in the institution's social, cultural and developmental activities. A very important consideration is the quality of services for students with special needs.

Standard 8: Internal Quality Assurance and Enhancement System

Standard 8 considers internal quality assurance systems that support continuous institutional quality improvement in all other seven standards described above. It assures that there are mechanisms and strategies in place that ensure continuous improvement of all the other standards. Possible methods and tools for improving internal quality and institutional effectiveness include regular feedback from students, key stakeholders, and employers and the community, objective tracer/graduate destination studies, employer and institutional self-reflection. This standard also seeks information on innovative practices, institutional identity such as institutional brand, institutional distinctiveness, and institutional values.

B. Profile of the institution

Name	
Location	
Type of Institution (<i>Constituent/ affiliated/ others</i>)	
Affiliated to	
Date of last accreditation (<i>if applicable</i>)	
Source of funding	
Cost of education (<i>Tuition fees and living cost</i>)	
Total area (<i>in acres</i>)	
Land registration certificate and latest tax details.	
Year of establishment	
Head of institution	
Website	
Telephone number	
Fax number	
Email	
Name of the Focal Person for QA	
No. of Departments	
No. of Programmes	UG:___ PG:___ M. Phil: ___
	Ph. D:___ Any other: ___ Total:___
No. of programmes with electives (<i>specify electives</i>)	
New programmes introduced during the last five years	
No. of faculty	Male: __ Female: __ Total: __
Regular	Male: __ Female: __ Total: __
Contract	Male: __ Female: __ Total: __
Visiting/adjunct faculties	Male: __ Female: __ Total: __

Total no. of faculty with PhD	
Total no. of faculty with Masters	
Total no. of faculty with Bachelors	
No. of non-teaching staff	Male: __ Female: __ Total: ____
Technical	Male: __ Female: __ Total: ____
Administrative	Male: __ Female: __ Total: ____
Support	Male: __ Female: __ Total: ____
No. of Students	Male: __ Female: __ Total: ____
Diploma	Male: __ Female: __ Total: ____
Bachelor	Male: __ Female: __ Total: ____
Masters	Male: __ Female: __ Total: ____
Any other	Male: __ Female: __ Total: ____
No. of programme offered through mixed mode (Specify)	
No. of working days during the last academic year	
No. of teaching days during the last academic year	
Level of autonomy the institution has from the affiliating University:	
Date of submission	

C. Main Report

In order to address all the indicators under each Standard and Key Aspect, HEIs are required to answer the following questions. The evidence, wherever required, must be compiled for the team of assessors.

Standard 1: Governance, Leadership, and Management

1.1 Vision, Mission, and Objectives

1.1.1.1 State the vision, mission, and objectives of the institution.

1.1.2.1 State how the vision, mission and objectives are aligned with the university goals and national aspirations including Gross National Happiness.

- 1.1.3.1 Explain how the plans and activities of the HEI is geared towards achieving the stated mission and objectives.

1.2 *Organizational Structure and Management*

- 1.2.1.1 Explain the organizational structure of the institution in place including the terms of references of the key position holders.
- 1.2.2.1 Explain how the HEI promote efficient, effective and ethical leadership within the organization (*e.g. Standard Operating Procedures, Turn Around Time, etc.*).
- 1.2.3.1 How does the HEI facilitate the involvement of staff and student in relevant decision-making processes?
- 1.2.1.1 Describe how the management fosters community vitality on campus.

1.3 *Accountability and Transparency*

- 1.3.1.1 Explain how the HEI ensures a clear line of reporting and accountability in line with the ToR.
- 1.3.2.1 What control mechanisms are put in place by the HEI for ensuring transparency, efficiency and accountability in various aspects such as decision making, HR, teaching learning, assessment and the like?
- 1.3.3.1 Explain the financial management system.
- 1.3.4.1 Describe the financial auditing mechanism, including external and internal. Provide audit reports including outstanding memos, if any and details of compliance.

1.4 *Leadership and Academic Autonomy*

- 1.4.1.1 Provide profiles of the head of the institution and other key leadership position holders (*head of the HEI, Deans, Heads of Department, Programme Leaders, others*).
- 1.4.2.1 State the extent of autonomy that HEI has in both management and academic matters.
- 1.4.3.1 Explain how the HEI grooms leadership and facilitates succession planning.

1.5 *Strategic Development, Planning, and Implementation*

- 1.5.1.1 Explain the process of developing the HEI's strategic plan.
- 1.5.2.1 Explain how the HEI ensures that the plans and objectives are significant, realistic and measurable.
- 1.5.3.1 Explain how the HEI ensures that the plans and objectives are achieved.
- 1.5.4.1 Explain the various resource mobilization strategies put in place, apart from the state funding. Provide details of the revenue generated in the past 3 years.

Standard 2: Curriculum Design and Review

2.1 *Curriculum Design and Development*

- 2.1.1.1 How does the HEI ensure that the curriculum is relevant to the national development priorities, employment opportunities and global competencies?
- 2.1.1.2 How does the HEI integrate aspects of GNH into the curriculum?
- 2.1.2.1 How does the HEI network with government, industry, private sector and reputed external institutions in curriculum development?
- 2.1.3.1 Explain how the HEI ensures that the curriculum promotes research culture.

2.2 Curriculum Evaluation and Review

- 2.2.1.1 Explain the curriculum evaluation and review process instituted by the HEI.
- 2.2.2.1 How does the HEI ensure that the curriculum responds to development needs and emerging trends in the review process?

2.3 Academic Flexibility and Programme Diversification

- 2.3.1.1 What steps have been initiated by the HEI to facilitate learners to choose the courses of their choice?
- 2.3.2.1 What are the various elective options offered to students? How does this address the different learning needs of the students?
- 2.3.3.1 How does the HEI facilitate credit transfer system with other institutions?

Standard 3: Teaching, Learning, and Assessment

3.1 Teaching Learning Process

- 3.1.1.1 How does the HEI ensure effective implementation of teaching and learning plan?
- 3.1.2.1 Describe various teaching methodologies used.
- 3.1.3.1 Provide details of how ICT is used to enable effective teaching-learning process.
- 3.1.4.1 What are the ways adopted by the HEI to evaluate teaching effectiveness of faculty members?
- 3.1.5.1 How do the teaching-learning processes prepare students for possible higher education or work in a global context?

3.2 Assessment Process

- 3.2.1.1 List the academic and assessment related regulations.
- 3.2.1.2 Describe the assessment process and techniques used by the HEI.
- 3.2.2.1 Provide details that ensure assessment practices are fair, transparent and efficient.
- 3.2.3.1 Provide details of how faculty members design assessment task and track progress.
- 3.2.3.2 What type of feedback do faculty members provide on student work?
- 3.2.4.1 What are some of the innovative approaches and methods used by the faculty members to assess student learning outcomes?

3.3 Student Engagement

- 3.3.1.1 Describe the different ways in which faculty members engage the students in authentic learning.
- 3.3.2.1 Describe the ways in which faculty members use peer and self-assessment techniques in their teaching approaches.
- 3.3.3.1 What assessment methods are used by faculty members to ensure progressive learning?
- 3.3.4.1 What policies and practices does the HEI have to promote lifelong learning?
- 3.3.5.1 Explain some of the innovative approaches and methods faculty members used in teaching and learning.

3.4 *Teaching-Learning Materials*

- 3.4.1.1 What reading materials do the faculty members provide their students for quality learning (*e.g. reference books, e-resources and other reading materials*)?
- 3.4.1.2 Explain how students can gain access to assigned readings.
- 3.4.2.1 With appropriate examples, explain how technology (*e.g. VLE, mobile app, website, online forums, etc.*) is used in the teaching learning process.
- 3.4.3.1 List few equipment and facilities used for quality teaching and learning used in the HEI.

Standard 4: Human Resources and Services

4.1 *Human Resource Management System*

- 4.1.1.1 Describe the areas in which the HEI has written HR policies and how it ensures effective implementation of them.
- 4.1.2.1 How does the HEI facilitate fair and transparent recruitment, professional development and promotion of employees?
- 4.1.3.1 What policies and systems are in place that ensures leadership development and succession planning?

4.2 *Quality Human Resource*

- 4.2.1.1 Give details of staff qualification and their academic and professional profile.
- 4.2.2.1 How does the HEI ensure that the faculty-students ratio is met?
- 4.2.3.1 What qualifications, teaching and research experience and relevant areas of expertise do international academics possess, if any?
- 4.2.4.1 List the number of supporting staff with relevant experience and competency.

4.3 *Human Resource Development*

- 4.3.1.1 How does the HEI ensure transparent and effective implementation of HR master plan?
- 4.3.2.1 Provide details on how the capacity of the faculty is enhanced on a continuous basis.
- 4.3.3.1 Provide details on how the capacity of the non-teaching staff is enhanced on a continuous basis.
- 4.3.4.1 How does the HEI allocate and utilize the budget for HR development of both the faculty and non-teaching staff?

1.3.5.1 How does the HEI recognize and reward especially effective employees?

4.4 Service Conditions

4.4.1.1 What mechanisms are employed to effectively monitor, evaluate and reward performance of your employees?

4.4.2.1 Provide details of faculty/ staff rewarded for innovative approaches adopted during the last three years.

4.4.2.2 How does the institution recognize new ideas, innovations and entrepreneurship of the faculty and staff?

4.4.3.1 What are the schemes available for the welfare of the employees?

4.4.3.2 What percentage of staff have availed the benefit of such schemes in the last three years?

4.4.4.1 What are the measures taken by the HEI for attracting and retaining quality faculty?

Standard 5: Research, Publications, and Linkages

1.1 Research Culture

5.1.1.1 What significant research initiatives are undertaken by the HEI in the past three years as a result of research policy implemented?

5.1.2.1 How much research grant was received every year from external funding for the past three years?

5.1.2.2 What percentage of annual institutional budget is kept as research fund and how does the HEI ensure its effective utilization?

5.1.3.1 Explain the initiatives taken by the HEI to build the research capacity of faculty members and students (*e.g. mentoring, training, research related courses, research project, etc.*).

5.1.4.1 Provide details of research events (*conferences, seminars, workshops, training programmes, etc.*) organized by the HEI in the past three years.

5.1.5.1 Describe the policy related research conducted by the HEI, providing information to support its likely impact on policy.

1.2 Research and Publications

5.2.1.1 Provide details of publications by faculty and students in peer reviewed national and international journals (*e.g. publications listed in international databases*).

5.2.2.1 Provide list of publications in the form of monographs, books, books edited and book chapters in the last three years.

5.2.3.1 Provide details of papers presented in conferences and/or published in conference proceedings by faculty and students.

5.2.4.1 Provide details of how the HEI's research database is used for the planning process within and beyond the HEI.

1.3 Consultancy and Extension Services

- 5.3.1.1 Provide details of the systems and strategies to provide consultancy services.
- 5.3.2.1 List broad areas and major consultancy services provided by the HEI in the past three years.
- 5.3.3.1 Provide the details of revenue generated from consulting services in the last three years.
- 5.3.4.1 Provide details of any professional services provided by individuals or as an institution in the last three years.

1.4 Collaborations and Linkages

- 5.4.1.1 Provide details of national and international exchange programmes for faculty, non-teaching staff and students implemented over the last three years.
- 5.4.2.1 Provide details of all the formal collaborations, partnership/ linkages that are active (*e.g. MoU, MoA, MoC, other documentary evidence, etc.*).
- 5.4.2.2 Provide details of exchange programmes or other initiatives resulting from the collaboration and their benefits.
- 5.4.3.1 Provide the list of institutional/ individual membership to professional bodies and describe some of the key benefits of such association.

Standard 6: Infrastructure & Learning Resources

6.1 Academic Infrastructure

- 6.1.1.1 How does the HEI ensure that facilities are developed based on the strategic planning and how is quality addressed?
- 6.1.1.2 Explain how the HEI ensure that all academic facilities meet the basic requirement based on existing regulations.
- 6.1.1.3 Provide details if the HEI has initiated development of additional facilities beyond the basic requirement or based on innovative ideas.
- 6.1.1.1 Provide details of classrooms, laboratories, library space, lecture theatre, conference/meeting hall, staff work stations and other learning spaces.

6.2 Residential Infrastructure

- 6.2.1.1 Give details on hostel accommodation facilities with regard to space adequacy and utilization, recreation, visitor/reception lounge and social interaction space.
- 6.2.2.1 Give details on the availability of amenities such as safe drinking water, fan/AC/heater, furniture, internet connectivity and other amenities in the hostels as appropriate.
- 6.2.3.1 Give details of residential facility for relevant staff (*e.g. student resident coordinator, cooks, plumber, electrician, driver, etc.*).

6.3 Recreational and Other Facilities

- 6.3.1.1 Give details of available recreational facilities such as indoor and outdoor sporting facilities, open green spaces, etc. and how effectively these are used.
- 6.3.1.2 Give details on other facilities made available (*e.g. cafeteria, guest house, convenience shop, banking, etc.*) and the quality of services.
- 6.3.2.2 Provide some detail on policies for managing these facilities and revenues earned.
- 6.3.3.1 How does the HEI ensure that the facilities meet the requirements of the students with disability?

6.4 Library Services

- 6.4.1.1 What are the mechanisms in place that ensure efficient library services? What are the significant initiatives implemented in the past three years?
- 6.4.1.2 How does the library use compatible software and online cataloguing systems?
- 6.4.2.1 Describe the facilities related to research, reading and group discussion available in library (*e.g. computers within the library with internet connection*).
- 6.4.3.1 Describe the special services provided by the library (*e.g. photocopy, scanning, assistance in data searching, user orientation, support for student with special need and others*).
- 6.4.4.1 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the budget allocated and spent on procuring new books, journals and e-resources in last three years and indicate the average number of books added in last 3 years.
- 6.4.5.1 Provide details on the following items: library visiting hours, average number of walk-ins per day, average number of books issued/returned, ratio of library books to students enrolled, average number of books added in last 3 years, average number of log in to OPAC and to e-resources, average number of e-resources downloaded/printed, number of information literacy trainings organised, details of books weeded out.
- 6.3.1.1 Provide details on inter-library loan system and tie-up with electronic library facilities.

6.4 ICT Services

- 6.4.1.1 Describe the ICT facilities and indicate how they support the improvement of its teaching-learning process, research and quality of services.
- 6.5.2.1 How does the HEI promote the creative use of technology to enhance efficiency and quality of teaching, learning and research?
- 6.5.3.1 Explain the plans and strategies to enhance ICT infrastructure and associated facilities.

6.5 Safety and Maintenance of Physical Infrastructure

- 6.5.1.1 Explain how the HEI ensures disaster resilient facilities in the existing buildings and designs of new infrastructure.
- 6.6.2.1 Give details on the contingency plans of the HEI and its implementation.

- 6.6.3.1 Provide the details on the policies and efforts made by the HEI to promote sustainable campus (*e.g. use of materials, waste management, etc.*).
- 6.6.3.2 Provide details on measures adopted by the HEI to ensure green and open space for aesthetics and ambience.
- 6.6.4.1 Provide details on the policies and mechanism put in place to ensure effective maintenance of infrastructure and facilities.
- 6.6.1.1 How does the HEI plan and ensure that its infrastructure is enhanced in line with academic growth and/or is optimally utilized? Provide some account of practices during the last three years.

Standard 7: Student Services

7.1 Admission Process and Student Record

- 7.1.1.1 Explain how student admission procedures are aligned with national policies.
- 7.1.2.1 Explain how the admission policies ensure transparent and systematic enrollment process. How often are the policies reviewed?
- 7.1.2.2 Describe the criteria and process of admission (merit, admission test, combination of merit, entrance test and interview; any other) used by various programmes of the institution.
- 7.1.3.1 Describe how student information is maintained and how confidentiality of student records is ensured.
- 7.1.1.1 Explain the admission policy for international students, including the admission criteria.

7.2 Student Progression

- 7.2.1.1 Provide details of pass percentage semester wise for each programme for last three years.
- 7.2.1.2 What steps does the HEI take to ensure student progression and success?
- 7.2.2.1 Provide details on students' dropout rate and cases of students with re-sit, redo and repeat in their programmes, semester wise for last three years.
- 7.2.2.2 Explain the support provided to students who are at risk of failing and dropping out of a programme.
- 7.2.3.1 Provide details of programme-wise completion rate for the last three years.
- 7.2.4.1 Provide details on how high achieving students are recognized and rewarded.

7.3 *Student Engagement Activities*

- 7.3.1.1 Provide details on students' major achievements in the last 3 years at regional, national and international levels.
- 7.3.2.1 Explain how the HEI ensures adequate fund and support systems for student engagement in these activities.
- 7.3.3.1 What efforts are made by the HEI to promote entrepreneurial knowledge and skills among the students? What evidence is available on their impact?

7.4 *Student Support Systems*

- 7.4.1.1 Provide details on how the HEI provides healthy meals and ensures nutritional standards.
- 7.4.2.1 Explain the ToR, composition, and selection procedures for student bodies. Give some examples of how these student bodies are engaged in institutional activities.
- 7.4.3.1 Explain how students access the student handbook as well as how its availability and use are communicated to the students.
- 7.4.4.1 Give details on the existing mechanisms and types of personal/career guidance/counseling and life skills programmes made available to the students.
- 7.4.4.2 Provide details of these services (*e.g. numbers, issues, programme details, etc.*).
- 7.4.5.1 Explain the findings of the student satisfaction/happiness survey conducted yearly and its impact.
- 7.4.6.1 Explain the existing grievance redressal mechanisms available for students. Provide details of grievances reported and resolved in the last 3 years, if any.
- 7.4.7.1 Provide details on financial support mechanisms available to students-based need or merit and how these were availed by the students during the last 3 years.
- 7.4.7.2 Specify type and number of awards given to students who excel in academic and co-curricular activities.
- 7.4.8.1 Explain any other support provided to students (*e.g. assisting students with accommodation, medical services, etc.*).

7.5 *Special Needs and Inclusive Services*

- 7.5.1.1 Explain the policies and programmes that cater to students with special needs. Give details on the students with special needs in the last 3 years.
- 7.5.2.1 Explain the policies and strategies that promote gender equity.
- 7.5.3.1 Describe the types of academic guidance and mentoring services offered by the HEI. Provide details on students who have availed these services and the percentage of faculty engaged in academic and mentoring services.
- 7.5.4.1 Describe how differentiated teaching and assessment mechanisms are used to support students with special needs. What provision does the HEI have to cater to students with diverse learning needs?

7.5.4.2 Provide details on the facilities and trained faculty available on campus that cater to students with special needs.

7.6 Graduate Employability

7.6.1.1 What strategies are in place that enhances the prospects of employability for the graduates (*e.g. tracer studies, alumni feedback, on campus recruitment, labour market information, etc.*)?

7.6.2.1 Provide details of performance of graduates in BCSE and success rate.

7.6.2.2 Explain what feedback mechanisms are used to assess graduate performance in the work place/higher studies.

7.6.2.3 Provide details on mechanism that are in place for identifying and recognizing outstanding alumni/graduates who have made outstanding contributions to society.

7.7 Alumni Engagement

7.7.1.1 Explain how the alumni profile is maintained.

7.7.2.1 What are the steps taken to engage the alumni and former faculty in institutional activities and development?

7.7.2.2 How does the institution seek and use data and feedback from its alumni to improve the performance and quality of institutional provisions?

7.7.3.1 What mechanisms are in place to network among the alumni?

7.5.1.1 Explain what mechanisms are in place for recognizing outstanding alumni. How many alumni were recognized for their outstanding contribution in the last 3 years?

7.5.1.2 Mention 2-3 significant contributions made by alumni.

Standard 8: Internal Quality Assurance and Enhancement System

8.1 Quality Assurance System

8.1.1.1 Describe the IQA mechanisms (*e.g. QA policies, plans and tools*) that are in place.

8.1.1.2 Describe any IQA initiatives taken by the HEI during last 3 years and explain the processes used to enhance quality on continuous basis.

8.1.1.3 Describe how students, alumni and stakeholders are engaged in enhancing internal quality in the HEI.

8.1.2.1 Describe the feedback mechanism in place with regards to management, curriculum, teaching-learning and assessment, HR and services, research and linkages, infrastructure and learning resources, student services, and internal quality enhancement.

8.1.2.2 Explain on how the HEI collects feedback and protects the confidentiality of the respondents. Mention the target groups (*e.g. employers, employees, students, stakeholders, communities*).

8.2 Continuous Quality Enhancement

- 1.2.1.1 Describe any initiatives taken by the institution to promote a culture of self-reflection/appraisal for continuous improvement.
- 1.2.1.2 What steps have been taken to address or comply with the recommendations of the previous accreditation? Highlight the major achievements based on the recommendations made, if applicable.
- 1.2.1.3 Provide details on how the feedback is analysed and used for further improvement for the continuous quality enhancement.

1.3 *Innovative Practices*

- 1.3.1.1 Describe any specific activity that promote and facilitate innovative practices by students, academics and support staff.
- 1.3.1.2 Describe any successful innovation/s or initiative/s that drive innovation.
- 8.3.2.1 Describe with evidence any innovative practice that has been demonstrated and sustained.
- 8.3.1.1 Describe any award received by the HEI both nationally or internationally for innovation or innovative practices.
- 8.3.1.2 How does the HEI recognize individuals for such achievements?

8.4 *Institutional Branding*

- 8.4.1.1 Describe some of the initiatives taken by the HEI to promote a distinct institutional brand.
- 8.4.2.1 What are the steps taken by the HEI to promote values, principles and practices of gross national happiness infused education?
- 8.4.2.2 How do the physical environment, infrastructures, and general ambience of the HEI reflect GNH values and practices?
- 8.4.2.3 How is the HEI known by the society as an institution that is committed to and demonstrates the values of GNH?