

DRONĀ
**Certification Scheme for Teaching Professionals
in Higher Education Institutions**

Certification Scheme Manual

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1. INTRODUCTION AND SCOPE OF THE SCHEME

1.1. Background

At the centre of every successful higher education institution is its teaching professional (conventionally known as “Faculty member”). Faculty members play a pivotal role in shaping the intellectual, professional, ethical, and social development of students. They are responsible not only for delivering knowledge but also for creating new knowledge through research, mentoring future leaders, promoting innovation, fostering entrepreneurship, engaging with industry and society, and strengthening institutional quality.

Despite significant advances in institutional quality assurance systems, there remains no universally accepted mechanism for independently evaluating and certifying the competence of individual teaching professionals.

1.2. Need for a Faculty Certification

The growing complexity of higher education necessitates an internationally benchmarked certification scheme that independently assesses and certifies the competence of individual teaching professionals.

A structured faculty certification offers several advantages:

For Faculty Members

- Professional recognition
- Career progression
- International credibility
- Continuous professional development
- Recognition of teaching excellence
- Motivation for research and innovation
- Enhanced employability and academic mobility

For Institutions

- Strengthened quality assurance
- Improved NAAC and NBA performance
- Better NIRF, QS, and THE rankings
- Evidence-based faculty quality
- Improved student satisfaction
- Enhanced research ecosystem
- Stronger industry collaborations

For Students

- Better learning experience
- Exposure to competent educators
- Improved mentoring
- Enhanced employability
- Greater confidence in educational quality

For Employers

- Higher confidence in graduate competence
- Better industry-ready graduates
- Stronger academia-industry collaboration

For Society

- Increased public confidence in higher education
- Promotion of ethical academic practices

- Stronger contribution towards national development

1.3. Genesis of DRONĀ

The DRONĀ – Certification Scheme for Teaching Professionals in Higher Education Institutions has been conceived to bridge the existing gap in higher education quality assurance by introducing a structured, transparent, impartial, evidence-based, and internationally benchmarked personnel certification scheme for teaching professionals.

The name DRONĀ draws inspiration from Guru Dronacharya, the legendary teacher of the epic, Mahabharata, who symbolizes:

- Excellence in teaching
- Mastery of knowledge
- Mentorship
- Professional discipline
- Ethical conduct
- Competence
- Lifelong learning
- Leadership development

DRONĀ Certification Scheme aims to establish a culture where professional competence is recognized through objective assessment rather than institutional affiliation or years of service alone.

1.4. Scheme Development and Stakeholder Consultation

The DRONĀ Certification Scheme has been developed through a structured process involving consultation with relevant stakeholders from the higher education and quality assurance ecosystem.

During the development and validation of the Scheme, the Scheme Owner sought views, comments and recommendations, as applicable, from stakeholders representing areas such as:

- Higher Education Institutions;
- Teaching Professionals and Academic Leaders;
- Quality Assurance and Accreditation Experts;
- Professional and Academic Bodies;
- Industry and Employers;
- Personnel Certification and Conformity Assessment Experts; and
- other relevant stakeholders.

Stakeholder consultation covered, as applicable, the scope and purpose of certification, job/task description of teaching professionals, competence domains, eligibility requirements, assessment methodology, evidence requirements, scoring framework, certification levels and other relevant Scheme requirements.

The comments and recommendations received were reviewed by the Scheme Development Committee/Technical Committee, and appropriate modifications were incorporated before approval of the Scheme.

The Scheme Owner shall maintain documented evidence of stakeholder consultation, including the identity/category of stakeholders consulted, consultation records, comments or recommendations received, review of such comments, actions taken and approval records.

Stakeholder consultation shall also be undertaken, as appropriate, during major revisions and periodic review of the Scheme to ensure its continuing relevance, validity and acceptability.

1.5. Scope of the Certification Scheme

The DRONĀ Certification Scheme certifies the demonstrated professional competence of Teaching Professionals in Higher Education Institutions to effectively perform teaching, learning facilitation, research, academic development and associated professional functions within the higher education.

These competencies are defined through the competence requirements, performance criteria, assessment indicators and evidence requirements specified in the DRONĀ Competence Standard.

DRONĀ is discipline-neutral; however, certification confirms demonstrated competence against the above defined professional functions and competence requirements, and not merely the applicant's designation, academic qualification, discipline or years of experience.

The primary scope of the DRONĀ Certification Scheme, which is a discipline-neutral certification assessing, recognizing, certifying, and continually improving the professional competence of teaching professionals serving in higher education institutions.

The Scheme provides three certification categories based on the nature of the Teaching Professional's academic role; while the core scope of competence remains common, the relative emphasis and assessment requirements vary by category as specified in Clause 5.4 and the DRONĀ Competence Standard.

1.6. Guiding Principles

The DRONĀ Certification Scheme is founded on the following principles:

- Competence-Based Assessment
- Evidence-Driven Evaluation
- Impartiality and Independence
- Transparency
- Fairness and Equity
- Confidentiality
- Professional Ethics
- Continuous Professional Development
- AI-Assisted Assessment with Human Oversight
- International Comparability
- Continuous Improvement

1.7. Institutional Scope

The Scheme applies to teaching professionals serving in, but not limited to:

- Central Universities
- State Universities
- Private Universities
- Deemed-to-be Universities

- Institutions of National Importance
- Autonomous Colleges
- Affiliated Colleges
- Constituent Colleges
- Open Universities
- Distance Education Institutions
- Online Universities
- Multidisciplinary Universities
- Skill Universities
- Research Universities
- Community Colleges
- International Branch Campuses
- Standalone Professional Institutions

1.8. Academic Disciplines

The Scheme is generic and applicable across all disciplines, including:

- Engineering and Technology
- Arts and Science
- Humanities
- Social Sciences
- Commerce
- Management
- Law
- Medicine
- Dentistry
- Nursing
- Pharmacy
- Physiotherapy
- Allied Health Sciences
- Agriculture
- Veterinary Sciences
- Architecture
- Design
- Fine Arts
- Performing Arts
- Physical Education
- Education
- Indian Knowledge Systems
- Interdisciplinary Programmes
- Emerging Technologies

1.9. Faculty Categories

The Scheme is applicable to:

- Assistant Professors
- Associate Professors
- Professors
- Senior Professors
- Professors of Practice
- Clinical Faculty
- Adjunct Faculty
- Visiting Faculty

- Contract Faculty
- Emeritus Faculty
- Research Faculty
- Teaching Fellows
- Academic Administrators with Teaching Responsibilities
- Academic Mentors
- Tutors
- Teaching Assistants

1.10. *Scope Exclusions*

The DRONĀ Certification Scheme does **not**:

- Accredite higher education institutions.
- Accredite academic programmes.
- Replace statutory recruitment procedures.
- Replace institutional promotion policies.
- Confer academic qualifications or degrees.
- Substitute recognition granted by statutory authorities.
- Evaluate institutional infrastructure.
- Assess institutional financial performance.
- Replace faculty performance appraisal systems.

Certification under DRONĀ represents recognition of the competence of an **individual teaching professional** and shall not be interpreted as institutional accreditation.

1.11. *Certification Levels Covered*

The Certification Scheme recognizes progressive levels of professional competence:

Level	Certification Title
Level 1	Associate Faculty
Level 2	Accredited Faculty
Level 3	Senior Accredited Faculty
Level 4	Distinguished Faculty
Level 5	Master Faculty

Each level represents increasing expectations in knowledge, professional experience, demonstrated competence, leadership, research impact, mentoring capability, and contribution to higher education.

1.12. *Alignment with International Standards*

The DRONĀ Certification Scheme has been developed with reference to:

- ISO/IEC 17024 — Conformity Assessment — General Requirements for Bodies Operating Certification of Persons
- ISO 21001 — Educational Organizations Management Systems
- National Accreditation Bodies
- International Accreditation Bodies
- United Nations Sustainable Development Goals (SDG 4 – Quality Education)

1.13. *Structure of the Certification Scheme Manual*

This Certification Scheme Manual provides the governance framework, operational procedures, eligibility criteria, assessment methodology, certification processes, surveillance, recertification requirements, and administrative controls governing the DRONĀ Certification Scheme.

The Manual is intended for use by:

- Scheme Owner
- Personnel Certification Bodies (PrCBs)
- Assessors
- Technical Experts
- Certification Committees
- Appeals and Complaints Committees
- Applicants
- Certified Teaching Professionals
- Higher Education Institutions
- Regulatory Authorities
- Accreditation and Quality Assurance Organizations

Together with the **DRONĀ Competence Standard**, this manual forms the normative foundation for implementing an internationally credible personnel certification system for teaching professionals in higher education, aligned with the principles of ISO/IEC 17024.

2. NORMATIVE REFERENCES

2.1. *Primary Normative Reference*

The Scheme has been primarily developed in accordance with the requirements of **ISO/IEC 17024 – Conformity Assessment – General Requirements for Bodies Operating Certification of Persons**, together with applicable national higher education policies, international educational quality frameworks, and globally accepted professional practices.

This International Standard specifies requirements for personnel certification bodies and certification schemes, including:

- Development of competence requirements
- Certification process
- Examination and assessment
- Surveillance
- Recertification
- Governance
- Impartiality
- Confidentiality
- Appeals
- Complaints
- Certification decision making

The DRONĀ Certification Scheme shall fully comply with the principles prescribed under ISO/IEC 17024.

2.2. *Applicable Standards and Regulatory References*

The DRONĀ Certification Scheme shall be implemented with reference to the applicable standards, statutory, regulatory and normative requirements relevant to certification of teaching professionals in Higher Education Institutions.

The applicable documents include:

1. **ISO/IEC 17024** – Conformity assessment — General requirements for bodies operating certification of persons.
2. **University Grants Commission (UGC) Regulations/Guidelines** relating to minimum qualifications and appointment of teachers and other academic staff in Higher Education Institutions, as applicable.
3. **AICTE Regulations/Guidelines** relating to qualifications and academic requirements for faculty in technical education, as applicable.
4. Regulations/guidelines of the **respective statutory or professional councils** governing faculty qualifications and professional requirements in regulated disciplines, wherever applicable.
5. Applicable **Government of India and statutory higher-education regulations, notifications and guidelines** relevant to teaching professionals.
6. DRONĀ controlled normative documents, including the **Certification Scheme Manual, Competence Standard, Assessment Guidelines, Assessor Competence Requirements, Certification Rules and Code of Ethics**.

The Scheme Owner shall maintain a **Controlled Register of Applicable Standards, Regulatory and Normative Documents**, specifying the document title, issuing authority, applicable version/date, relevance to the Scheme, revision status and responsibility for monitoring changes.

Changes to applicable standards, regulations and normative documents shall be periodically monitored, reviewed for their impact on the Scheme and incorporated through the established Scheme review and change-management process.

2.3. Internal Scheme Documents

The following DRONĀ documents form an integral part of the Certification Scheme:

- a) DRONĀ Competence Standard
- b) Assessment Guidelines
- c) Assessor Competence Requirements
- d) Certification Rules
- e) Code of Professional Ethics

2.4. Competence Framework Structure

The DRONĀ Competence Framework is organized into five primary competence domains:

Domain	Competence Domain
D1	Teaching Excellence and Student Success
D2	Research, Innovation and Professional Excellence
D3	Academic Leadership, Curriculum & Institutional Contribution
D4	Ethics, Social Responsibility and Wellbeing
D5	Digital Competency and Future Readiness

Each domain comprises sub-domains, assessment indicators and evidence requirements along with a detailed rubrics for scoring.

2.5. Hierarchy of References

Where multiple documents are applicable, the following order of precedence shall apply:

Priority	Reference
1	ISO/IEC 17024

2	DRONĀ Certification Scheme Manual
3	DRONĀ Competence Standard
4	Assessment Guidelines
5	Certification Body Procedures

In case of conflict, the higher-order document shall prevail unless otherwise determined by the Scheme Owner.

3. TERMS, DEFINITIONS AND ABBREVIATIONS

3.1. General Definitions

3.1.1. Certification

Formal recognition granted under the DRONĀ Certification Scheme confirming that an individual teaching professional has demonstrated competence which is assessed against the requirements specified in the DRONĀ Competence Standard and has successfully fulfilled all certification requirements.

3.1.2. Certification Level

A defined stage of professional competence awarded to a certified teaching professional based on demonstrated knowledge, skills, professional experience, evidence, assessment outcomes, and continuing professional development.

3.1.3. Applicant

An individual, teaching professional who submits an application seeking certification under the DRONĀ Certification Scheme.

3.1.4. Assessment

A systematic process of evaluating whether an applicant has demonstrated the competence required for certification through documentary verification, AI-assisted assessment of the evidence followed by the human intervention.

3.1.5. Assessment Criteria

The predetermined requirements against which evidence submitted by an applicant is assessed to determine competence.

3.1.6. Assessor

A qualified individual approved by the Personnel Certification Body to conduct assessments under the DRONĀ Certification Scheme.

3.1.7. Artificial Intelligence (AI)

Computer systems capable of performing analytical tasks that normally require human intelligence. Within DRONĀ, AI may assist in evidence validation, document analytics, plagiarism detection, portfolio analysis, and scoring support. AI shall not independently make certification decisions.

3.1.8. Certification

Upon the approval of assessment committee that an individual has fulfilled the competence requirements specified under the DRONĀ Certification Scheme.

3.1.9. Certification Body (PrCB)

A dedicated Scheme Director appointed by the scheme owner in accordance with ISO/IEC 17024 to implement the DRONĀ Certification Scheme.

3.1.10. Certification Committee

An independent committee responsible for reviewing assessment outcomes and making certification decisions.

3.1.11. Certified Teaching Professional

A teaching professional who has successful in the scheme assessment has been granted certification under the DRONĀ Certification Scheme.

3.1.12. Competence

The demonstrated ability to apply knowledge, skills, professional behaviours, experience, values, and ethical judgement to perform teaching, research, mentoring, innovation, leadership, and academic responsibilities effectively.

3.1.13. Competence Framework

A structured collection of competence domains, performance criteria, evidence requirements, skills, and behavioural expectations that define the requirements for certification.

3.1.14. Competence Standard

The normative document that specifies the competence requirements applicable to each certification level under the DRONĀ Certification Scheme.

3.1.15. Continuing Professional Development (CPD)

Structured learning and professional activities undertaken after certification to maintain and enhance competence throughout a professional career.

3.1.16. Conflict of Interest

Any situation in which personal, financial, professional, institutional, or other interests could compromise or appear to compromise impartiality in certification activities.

3.1.17. Digital Portfolio

An organized electronic collection of evidence submitted by an applicant demonstrating competence against the DRONĀ Competence Standards.

3.1.18. Evidence

Documented information demonstrating that an applicant has fulfilled specified competence requirements.

3.1.19. Higher Education Institution (HEI)

An institution offering undergraduate, postgraduate, doctoral, professional, vocational, or research programmes recognized by the appropriate statutory authority.

3.1.20. Impartiality

The presence of objectivity, independence, fairness, and absence of bias in all certification activities.

3.1.21. Professional Ethics

Accepted moral principles governing the professional conduct of teaching professionals.

3.1.22. Professional Experience

Relevant academic, research, industrial, administrative, or educational experience contributing to professional competence.

3.1.23. Professional Portfolio

A structured compilation of evidence demonstrating an individual's professional achievements, competence, and contributions.

3.1.24. Recertification

The process through which certified teaching professionals demonstrate continued competence for renewal of certification after the validity period.

3.1.25. Scheme Owner

The organization legally responsible for developing, maintaining, protecting, reviewing, and continuously improving the DRONĀ Certification Scheme.

3.1.26. Surveillance

Periodic monitoring during the certification cycle to confirm that certified professionals continue to satisfy certification requirements.

3.1.27. Teaching Professional

Any individual engaged in teaching, research, mentoring, academic leadership, curriculum development, or professional practice within a higher education institution.

3.1.28. Validation

Confirmation through objective evidence that specified requirements have been fulfilled.

3.2. Definitions Related to Assessment

For the purposes of this Certification Scheme, the following assessment terminology shall apply:

- **Competence** – Demonstrated application of knowledge, skills, behaviours, and professional judgement.
- **Skill** – The ability to apply knowledge effectively in professional practice.
- **Performance Criterion** – Observable outcome used to evaluate competence.
- **Evidence Requirement** – Documentary proof supporting competence claims.
- **Assessment Tool** – Method used to evaluate competence
- **Assessment Record** – Official documentation generated during assessment.

3.3. Definitions Related to Artificial Intelligence

Within the DRONĀ Certification Scheme:

AI-Assisted Assessment

The use of Artificial Intelligence to support evidence validation, analytics, document review, similarity detection, scoring assistance, and assessment efficiency.

Human Oversight

Mandatory review and confirmation by qualified assessors or certification personnel of all AI-supported outputs before certification decisions are made.

Explainability

The ability to understand, interpret, and justify AI-generated outputs used during assessment.

Algorithmic Bias

Systematic and unfair outcomes resulting from AI models that disadvantage individuals or groups. The Scheme Owner and Certification Body shall actively monitor and mitigate such bias.

3.4. Abbreviations

Abbreviation	Meaning
AI	Artificial Intelligence
AICTE	All India Council for Technical Education
API	Academic Performance Indicator (where applicable)
ARWU	Academic Ranking of World Universities
CPD	Continuing Professional Development
CO	Course Outcome
FDP	Faculty Development Programme
HEI	Higher Education Institution
ICT	Information and Communication Technology
IQAC	Internal Quality Assurance Cell
ISO	International Organization for Standardization
LMS	Learning Management System
NAAC	National Assessment and Accreditation Council
NBA	National Board of Accreditation
NCrF	National Credit Framework
NEP	National Education Policy
NIRF	National Institutional Ranking Framework
OBE	Outcome-Based Education
PCI	Pharmacy Council of India
PI	Principal Investigator
PO	Programme Outcome
PrCB	Personnel Certification Body
Q1	First Quartile Journal
Q2	Second Quartile Journal
QS	Quacquarelli Symonds World University Rankings
R&D	Research and Development
SDG	Sustainable Development Goal
THE	Times Higher Education
UGC	University Grants Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
WoS	Web of Science

3.5. Interpretation

Unless otherwise stated:

- Singular words include the plural and vice versa.
- References to "he" or "she" include all genders.

- "Shall" indicates a mandatory requirement.
- "Should" indicates a recommended practice.
- "May" indicates a permissible action.
- "Can" indicates capability or possibility.

Where ambiguity exists, the interpretation of the Scheme Owner shall prevail.

4. SCHEME GOVERNANCE AND MANAGEMENT

4.1. Governance Structure

The governance structure of the DRONĀ Certification Scheme comprises the following entities:

1. Scheme Owner
2. Governing Council
3. Scheme Management Committee
4. Technical Committee
5. Impartiality Committee
6. Personnel Certification Bodies (PrCBs)
7. Certification Committee
8. Assessment Panel
9. Appeals Committee
10. Complaints Committee

Each entity shall operate within its defined scope and authority.

4.2. Scheme Owner

The **Scheme Owner** is the legal entity responsible for the development, maintenance, protection, and continual improvement of the DRONĀ Certification Scheme.

Responsibilities

The Scheme Owner shall:

- Develop and maintain the Certification Scheme.
- Publish and revise the Certification Scheme Manual at least once every three years.
- Develop and maintain the Competence Standard.
- Approve certification levels and competence requirements.
- Approve assessment methodologies.
- Authorize Personnel Certification Bodies.
- Protect the intellectual property of the Scheme.
- Monitor Scheme implementation.
- Conduct periodic Scheme reviews.
- Ensure alignment with ISO/IEC 17024.
- Maintain national and international recognition of the Scheme.
- Ensure appropriate consultation with relevant stakeholders during the development, validation, review and major revision of the Certification Scheme, and maintain documented evidence of such consultation.

The Scheme Owner shall have overall responsibility and accountability for the objectives, content, integrity, validity, robustness, maintenance and continual improvement of the DRONĀ Certification Scheme. The Scheme Owner shall not participate directly in certification decisions relating to individual applicants.

The Scheme Owner's responsibility and accountability for the objectives, content, integrity, validity and robustness of the Scheme is exercised and demonstrated through ownership and control of the Scheme; approval and maintenance of the Competence Standard; approval and validation of assessment methodologies and tools; stakeholder consultation; competent technical governance;

authorization and monitoring of PrCBs; review of assessment validity and reliability; risk management; monitoring of regulatory and normative changes; and periodic review and continual improvement of the Scheme.

4.3. Governing Council

The Governing Council shall provide strategic direction for the DRONĀ Certification Scheme.

Composition

The Governing Council should include representatives from:

- Scheme Owner
- Higher Education Institutions
- Professional Bodies
- Quality Assurance Experts
- Conformity Assessment Experts
- Academic Leaders

Responsibilities

The Governing Council shall:

- Approve Scheme policies.
- Approve strategic plans.
- Approve major revisions to the Scheme.
- Review annual performance.
- Ensure long-term sustainability.
- Promote national and international recognition.

4.4. Scheme Management Committee

The Scheme Management Committee shall oversee the operational management of the Certification Scheme.

Composition

The Committee should include:

- Scheme Director
- Experts from Higher Educational Institutions
- Quality Assurance Experts

Responsibilities

The Committee shall:

- Implement Scheme policies.
- Coordinate certification activities.
- Monitor Scheme performance.
- Recommend improvements.
- Maintain Scheme documentation.
- Coordinate with Certification Bodies.
- Review operational risks.
- Monitor stakeholder satisfaction.

4.5. Personnel Certification Body

The Personnel Certification Body (PrCB) is a legally constituted certification body authorized by the Scheme Owner to implement the DRONĀ Certification Scheme in accordance with the

requirements of ISO/IEC 17024, the DRONĀ Certification Scheme Manual, the DRONĀ Competence Standard and other applicable Scheme requirements.

The Personnel Certification Body shall operate independently in respect of individual assessment and certification decisions and shall maintain appropriate functional separation from Scheme development, training, consultancy and other activities that may create an actual, potential or perceived conflict of interest.

4.5.1 Organizational Structure

The PrCB shall establish and maintain a documented organizational structure showing:

- the Head of the Personnel Certification Body;
- administrative and application-review functions;
- Lead Assessors and Assessors;
- Technical Experts, where required;
- Assessment Panel;
- Certification Committee;
- surveillance and recertification functions;
- Appeals Committee;
- Complaints Committee; and
- other personnel or functions required for effective implementation of the Scheme.

The organizational structure shall clearly identify authority, responsibility, reporting relationships and functional independence of assessment, certification decision, appeal and complaint-handling activities.

Where the Scheme Owner also operates as a Personnel Certification Body, the Scheme Owner function and Personnel Certification Body function shall be separately identifiable, with appropriate organizational, functional and decision-making separation.

4.5.2 Responsibilities of the Personnel Certification Body

The PrCB shall:

- receive, review and process applications for certification;
- verify the eligibility of applicants in accordance with the applicable certification requirements;
- verify the authenticity, validity, relevance, sufficiency and traceability of submitted evidence;
- appoint competent and authorized Assessors, Lead Assessors and Technical Experts, where required;
- conduct examination and competence assessment in accordance with the approved DRONĀ Competence Standard, assessment methodology, assessment tools and scoring rubrics;
- ensure that competence is independently established and is not determined solely on the basis of candidate self-declaration or unverified documentary evidence;
- ensure impartiality, confidentiality, objectivity, fairness, equity, consistency and reliability throughout the certification process;

- ensure appropriate human oversight of any AI-assisted assessment or evidence-analysis activity;
- maintain effective separation between assessment and certification decision-making;
- ensure that personnel making certification decisions have not participated in the examination, assessment, training, coaching or consultancy of the candidate concerned;
- facilitate independent certification decisions through the duly constituted Certification Committee;
- issue, maintain, suspend, withdraw, reduce or modify the scope of, and renew certifications in accordance with the Scheme requirements;
- maintain certification records and an up-to-date register of certified persons;
- implement surveillance, Continuing Professional Development and recertification requirements;
- establish and operate independent appeals and complaints mechanisms;
- control the appropriate use of certificates, certification marks, logos and digital credentials;
- maintain documented procedures, records and management-system controls necessary to demonstrate conformity with ISO/IEC 17024 and the DRONĀ Certification Scheme;
- report Scheme implementation information, performance data, significant risks, complaints, appeals and other information required by the Scheme Owner; and
- cooperate with monitoring, review and oversight activities undertaken by the Scheme Owner.

4.5.3 Professional Liability and Indemnity Insurance

The Scheme Owner shall identify, assess, evaluate and periodically review the risks and liabilities arising from the implementation and operation of the DRONĀ Certification Scheme.

Based on the documented Scheme Risk Assessment and Scheme Risk Register, the Scheme Owner shall prescribe the minimum professional liability/indemnity insurance requirement to be maintained by every Personnel Certification Body authorized to operate the DRONĀ Certification Scheme.

In determining the minimum insurance requirement, the Scheme Owner shall consider, as applicable:

- nature and scope of certification activities;
- number and categories of persons certified;
- geographical area of operation;
- volume of certification activities;
- potential legal and financial liabilities arising from certification decisions;
- professional negligence or errors and omissions;
- claims arising from incorrect or inappropriate certification decisions;
- confidentiality and data-protection risks;
- information-security and cyber risks;
- misuse of certification or certification marks;
- reputational risks;
- contractual liabilities; and
- other risks identified through the Scheme Risk Assessment.
- The minimum professional liability/indemnity insurance requirement shall be documented, approved by the Scheme Owner and communicated to all authorized PrCBs.

- Each PrCB shall maintain valid professional liability/indemnity insurance at not less than the minimum level prescribed by the Scheme Owner and appropriate to the nature, scale and risks of its certification activities.
- Evidence of valid insurance coverage shall be submitted to the Scheme Owner:
- before authorization to operate the Scheme;
- at every renewal of the insurance policy;
- whenever the scope or scale of certification activity changes materially; and
- whenever specifically requested by the Scheme Owner.
- The Scheme Owner shall review the adequacy of the prescribed minimum insurance requirement periodically and whenever significant changes occur in Scheme risks, certification volume, geographical coverage, applicable legal requirements or operational conditions.

4.5.4 Risk Management by the PrCB

In addition to the Scheme-level risk assessment undertaken by the Scheme Owner, each PrCB shall establish and maintain its own documented risk-management process covering risks arising from its certification activities.

The PrCB risk-management process shall include:

- risk identification;
- risk analysis;
- risk evaluation;
- risk treatment and mitigation;
- assignment of responsibility;
- monitoring; and
- periodic review.

The PrCB shall promptly communicate to the Scheme Owner any significant risk or liability that may affect the integrity, credibility, impartiality or continued operation of the DRONĀ Certification Scheme.

4.5.5 Additional Requirements for Personnel Certification Bodies

At present, no requirements additional to ISO/IEC 17024 and the requirements expressly prescribed in the DRONĀ Certification Scheme are imposed on Personnel Certification Bodies.

Where additional requirements are considered necessary in future, they shall be developed on the basis of identified Scheme needs or risks, technically reviewed, approved by the Scheme Owner, communicated to affected PrCBs and implemented through the established Scheme review and change-management process.

Any additional requirement prescribed by the Scheme Owner shall not contradict the applicable requirements of ISO/IEC 17024.

4.6. Technical Committee

The Technical Committee shall be responsible for maintaining the technical integrity of the Certification Scheme.

Composition

The Committee should include experts from but not limited to:

- Engineering
- Sciences
- Arts
- Commerce
- Management
- Law
- Medicine
- Pharmacy
- Nursing
- Agriculture
- Education
- Quality Assurance
- Research
- Industry
- Digital Education
- Artificial Intelligence

Responsibilities

The Technical Committee shall:

- Develop competence standards.
- Review competence criteria.
- Recommend assessment methods.
- Develop scoring methodologies.
- Review evidence requirements.
- Validate assessment tools.
- Recommend updates.
- Review emerging technologies.

4.7. Impartiality Committee

The Impartiality Committee shall safeguard the independence and impartiality of the Certification Scheme.

The Committee should include:

- Scheme Director
- Experts from Higher Educational Institutions

Responsibilities

The Committee shall:

- Identify risks to impartiality.
- Review conflicts of interest.
- Recommend mitigation measures.
- Monitor certification independence.
- Review complaints related to impartiality.
- Report significant risks to the Governing Council.

The Committee shall include members independent of certification operations.

4.8. Certification Committee

The Certification Committee shall make certification decisions independently based on assessment evidence.

The Committee should include:

- Scheme Director

- Experts from Higher Educational Institutions

Responsibilities

The Committee shall:

- Review assessment reports.
- Verify compliance with Scheme requirements.
- Approve certification decisions.
- Ensure consistency in certification decisions.

Members of the Certification Committee shall not have participated in assessing the same applicant.

Independence of Certification Decision

A person making or participating in a certification decision shall not have participated in the examination, assessment, training, coaching or consultancy of the same candidate. Prior to participating in a certification decision, each decision-maker shall declare any actual, potential or perceived conflict of interest. Where such involvement or conflict exists, the person shall recuse from the certification decision. The PrCB shall maintain documented evidence demonstrating the independence and impartiality of certification decision-makers.

4.9. Appeals Committee

The Appeals Committee shall independently review appeals submitted by applicants or certified professionals.

The Committee should include:

- Scheme Director
- Experts from Higher Educational Institutions

Responsibilities

The Committee shall:

- Review appeal submissions.
- Examine supporting evidence.
- Conduct hearings where necessary.
- Recommend corrective action.
- Ensure fairness.
- Communicate appeal decisions.

Members shall be independent of the original assessment and certification decision.

4.10. Complaints Committee

The Committee should include:

- Scheme Director
- Experts from Higher Educational Institutions

The Complaints Committee shall investigate complaints relating to:

- Certified professionals
- Assessors
- Certification Bodies
- Scheme implementation
- Ethical conduct
- Misuse of certification

The Committee shall recommend corrective actions where required.

4.11. Competence Requirements for Governance Personnel

Individuals serving within governance bodies shall possess:

- Appropriate academic qualifications.
- Relevant professional experience.
- Knowledge of higher education.
- Understanding of ISO/IEC 17024.
- Integrity.
- Ethical conduct.
- Decision-making ability.
- Communication skills.

Additional competence requirements may be prescribed by the Scheme Owner.

4.12. *Conflict of Interest*

All personnel participating in Scheme governance shall disclose any actual, potential, or perceived conflict of interest.

Conflicts may arise due to:

- Employment relationships.
- Financial interests.
- Consultancy assignments.
- Research collaborations.
- Personal relationships.
- Institutional affiliations.

Individuals with conflicts shall recuse themselves from relevant decisions.

4.13. *Firewall and Functional Separation*

The DRONĀ Certification Scheme shall maintain an effective functional firewall between activities that could create actual, potential or perceived conflicts of interest in the assessment and certification process.

The firewall shall ensure appropriate separation between:

- Scheme development and individual certification decisions;
- application/administrative processing and competence assessment;
- AI-assisted assessment and final human assessment judgement;
- assessment and certification decision-making;
- assessors and appeals/complaints decision-making; and
- any training, consultancy, mentoring or other services and certification activities, wherever applicable.

An individual who has directly participated in the assessment of an applicant shall not participate in the certification decision for the same applicant.

An individual who has provided training, consultancy, coaching or direct assistance to an applicant in relation to meeting DRONĀ certification requirements shall not assess or make the certification decision for that applicant.

AI-assisted outputs shall remain advisory and shall not independently determine certification outcomes. Human assessment and certification decision-making shall remain under the responsibility of competent and authorized personnel.

Appropriate organizational, administrative and access controls shall be established to prevent unauthorized influence, exchange of confidential assessment information, or interference with independent certification decisions.

Personnel involved in the examination, assessment, training, coaching or consultancy of a candidate shall not participate in the certification decision for that candidate.

The Personnel Certification Body shall periodically review the effectiveness of these firewall arrangements as part of its impartiality and risk-management processes.

4.14. Confidentiality

All governance personnel shall maintain confidentiality regarding:

- Applicant information.
- Assessment records.
- Certification decisions.
- Committee deliberations.
- Appeals.
- Complaints.
- Proprietary information.

Confidential information shall only be disclosed where required by law or authorized by the Scheme Owner.

4.15. Decision-Making Process

Governance decisions shall be based on:

- Documented evidence.
- Competence requirements fulfilment.
- Scheme policies.
- Ethical considerations.

4.16. Governance Review

The governance framework shall be reviewed at least once every three years or earlier if required due to:

- Changes in ISO/IEC 17024.
- Regulatory changes.
- Scheme revisions.
- Stakeholder feedback.
- Emerging technologies.
- Organizational restructuring.

Recommendations for governance improvements shall be submitted to the Governing Council for approval.

4.17. Review of Scheme Operation

The Scheme Owner shall establish and implement a documented process for periodically reviewing the operation, effectiveness and continuing suitability of the DRONĀ Certification Scheme.

The review shall be conducted at least annually, with a comprehensive review of the Scheme at least once every three years, or earlier where significant changes or concerns arise.

The review of Scheme operation shall consider, as applicable:

- number and profile of applications and certifications;
- assessment and certification outcomes;
- consistency and reliability of assessment results;
- performance and calibration of assessors;
- effectiveness of assessment methods, tools, rubrics and evidence requirements;
- certification decisions and consistency of certification levels awarded;
- surveillance and recertification outcomes;
- appeals and complaints, including trends and recurring issues;
- stakeholder and certified-person feedback;
- performance of authorized Personnel Certification Bodies;
- effectiveness of impartiality and conflict-of-interest controls;
- effectiveness and performance of AI-assisted assessment systems;
- identified risks and corrective actions;
- changes in statutory, regulatory, professional and higher education requirements;
- changes to ISO/IEC 17024 and other applicable requirements; and
- continuing relevance of the job/task description, competence requirements, certification levels and assessment methodology.

The review shall determine whether the Scheme continues to be valid, reliable, objective, fair, relevant and effective in achieving its intended purpose.

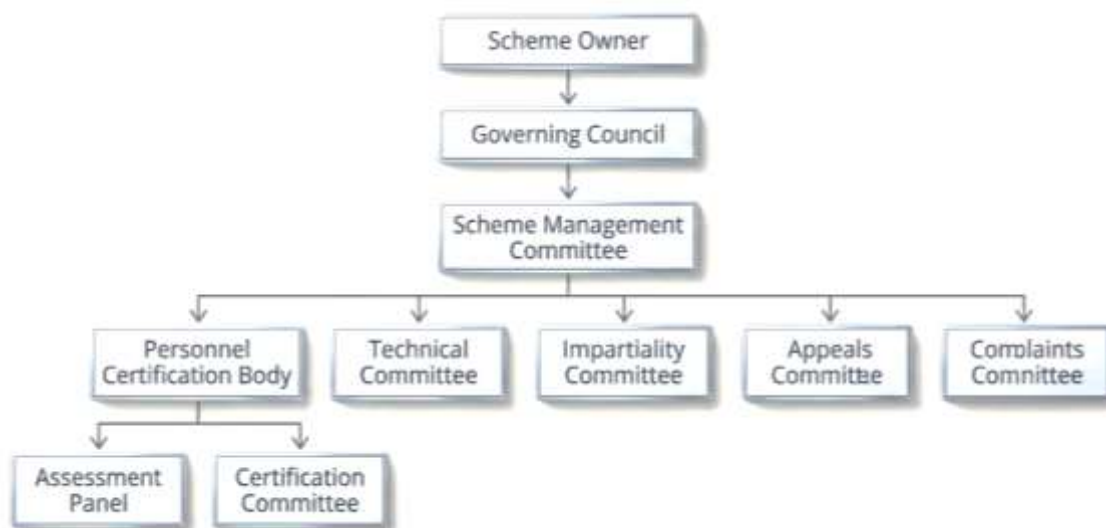
The outcomes of the review shall be documented and may include:

- continuation of the Scheme without modification;
- revision of competence requirements;
- modification of assessment methods, tools, rubrics or evidence requirements;
- changes to certification, surveillance or recertification requirements;
- corrective and preventive actions;
- additional stakeholder consultation;
- revision of Scheme documents; and
- other actions necessary to maintain the integrity and effectiveness of the Scheme.

Responsibilities, actions, target dates and follow-up arrangements arising from the review shall be documented. The Scheme Owner shall monitor implementation of approved actions and verify their effectiveness. Major changes resulting from the review shall be subjected to appropriate technical review, stakeholder consultation and approval in accordance with the Scheme governance process.

4.18. *Organizational Governance Structure*

The governance relationships of the DRONĀ Certification Scheme are illustrated below:



5. CERTIFICATION SCHEME OVERVIEW

5.1. Structure of the Certification Scheme

The DRONĀ Certification Scheme comprises the following integrated components:

1. Certification Scheme Manual
2. Competence Standard
3. Eligibility Requirements
4. Assessment Methodology
5. Assessment Tools
6. Assessor Guidelines
7. Scoring Framework
8. Certification Decision Process
9. Surveillance Process
10. Continuing Professional Development (CPD) Requirements
11. Recertification Process
12. Complaints and Appeals Mechanism
13. Governance Framework

Each component contributes to ensuring a fair, reliable, and internationally credible certification process.

5.2. Job/Task Description of a Teaching Professional

For the purpose of the DRONĀ Certification Scheme, a **Teaching Professional in a Higher Education Institution (HEI)** is an individual who performs academic and professional functions aimed at facilitating student learning, advancing knowledge, contributing to institutional development, and demonstrating responsible professional practice.

The job/tasks of a Teaching Professional may include, as applicable to the individual's role, discipline, institutional context, and level of responsibility:

1. **Teaching and Facilitation of Learning**
 - Plan and deliver effective teaching-learning activities.
 - Apply appropriate pedagogical/andragogical approaches and learner-centred methods.

- Facilitate achievement of intended learning outcomes.
- Use appropriate instructional resources, digital technologies, and innovative teaching practices.
- 2. Student Assessment and Learning Improvement**
 - Design and implement appropriate assessment methods.
 - Evaluate student attainment of learning outcomes.
 - Provide constructive and timely feedback.
 - Use assessment results for improvement of teaching and learning.
- 3. Student Mentoring and Development**
 - Provide academic and professional mentoring to students.
 - Support student progression, employability, entrepreneurship, innovation, and holistic development.
 - Promote an inclusive, supportive, and learner-centred academic environment.
- 4. Curriculum Development and Academic Contribution**
 - Contribute to curriculum design, development, implementation, review, and improvement.
 - Support Outcome-Based Education and other applicable academic quality frameworks.
 - Participate in academic committees and institutional academic activities.
- 5. Research, Innovation and Professional Excellence**
 - Undertake research, scholarly, innovative, and/or professional activities, as applicable.
 - Disseminate knowledge through publications, projects, intellectual property, consultancy, professional practice, or other scholarly contributions.
 - Promote research culture, innovation, and knowledge creation.
- 6. Academic Leadership and Institutional Contribution**
 - Contribute to academic planning, governance, quality assurance, accreditation, and institutional development.
 - Participate in departmental and institutional responsibilities.
 - Provide academic leadership and contribute to the continuous improvement of higher education.
- 7. Industry, Professional and Societal Engagement**
 - Engage with industry, professional bodies, alumni, community, and other relevant stakeholders.
 - Facilitate industry–institution interaction, experiential learning, and professional exposure.
 - Contribute to community engagement and socially relevant academic initiatives.
- 8. Ethics, Social Responsibility and Wellbeing**
 - Demonstrate integrity, fairness, inclusiveness, professional ethics, and responsible academic conduct.
 - Promote equity, diversity, sustainability, social responsibility, and wellbeing.
 - Maintain appropriate professional relationships with students, colleagues, institutions, and stakeholders.
- 9. Digital Competency and Future Readiness**
 - Effectively use digital technologies for teaching, learning, assessment, research, communication, and professional practice.
 - Responsibly adopt emerging technologies, including Artificial Intelligence, where appropriate.
 - Continuously adapt professional practices to emerging developments in higher education.

10. Continuing Professional Development

- Maintain and enhance professional competence through continuous learning.
- Participate in faculty development, training, professional engagement, scholarly activities, and reflective practice.
- Keep abreast of developments in the discipline, teaching-learning practices, technology, and higher education.

Required Abilities

The Scheme Owner has reviewed the job/tasks covered under the DRONĀ Certification Scheme and determined that no specific physical, sensory or other abilities are prescribed as separate mandatory certification requirements.

Applicants shall, however, have the ability to perform the applicable professional tasks and demonstrate the competence requirements prescribed in the DRONĀ Competence Standard, with reasonable accommodation provided where required, without compromising the competence requirements of the Scheme.

The relevance of any specific required ability shall be periodically reviewed as part of the Scheme review process.

5.3. Competence Domains

The DRONĀ Competence Standard evaluates applicants across the following core domains:

- Teaching & Student Success
- Research, Innovation & Professional Excellence
- Academic Leadership, Curriculum & Institutional Contribution
- Ethics, Social Responsibility and Wellbeing
- Digital Competency & Future Readiness

The weightage assigned to each domain may vary according to the certification category.

5.4. Categories of Teaching Professionals

The DRONĀ Certification Scheme provides the following three certification categories:

1. Teaching-Intensive Faculty
2. Research-Intensive Faculty
3. Teaching and Research Faculty

The overall scope of professional competence remains common across all three categories, covering the five DRONĀ competence domains. However, the relative emphasis and domain weightage shall vary according to the category selected.

- Teaching-Intensive Faculty: greater emphasis on teaching-learning, student assessment, mentoring, curriculum contribution and student success.
- Research-Intensive Faculty: greater emphasis on research, innovation, scholarly contribution, research impact and knowledge creation.
- Teaching and Research Faculty: balanced emphasis on both teaching-learning and research/innovation competencies.

The category-specific domain weightages shall be specified in the DRONĀ Competence Standard.

Competence Domain	Teaching-Intensive	Research-Intensive	Teaching & Research
D1 – Teaching Excellence & Student Success	Higher	Lower	Balanced
D2 – Research, Innovation & Professional Excellence	Lower	Higher	Balanced
D3 – Academic Leadership, Curriculum & Institutional Contribution	Common/defined	Common/defined	Common/defined
D4 – Ethics, Social Responsibility & Wellbeing	Common/defined	Common/defined	Common/defined
D5 – Digital Competency & Future Readiness	Common/defined	Common/defined	Common/defined
Total	100%	100%	100%

Irrespective of category, requirements relating to professional ethics, responsible conduct and applicable digital competence shall remain integral to certification.

The three categories shall not be construed as separate scopes of certification; they represent category-specific professional profiles within the common scope of certification, assessed using the same competence domains and indicators with differentiated weightages.

5.5. Certification Cycle

The certification process follows a structured lifecycle comprising the following stages:

1. Application Submission
2. Eligibility Review
3. Application Acceptance
4. Portfolio Submission
5. Evidence Verification
6. Competence Assessment
7. Certification Decision
8. Issue of Certificate
9. Surveillance
10. Continuing Professional Development
11. Recertification

Each stage shall be implemented in accordance with documented procedures to ensure consistency, transparency, and fairness.

5.6. Validity of Certification

Certification granted under the DRONĀ Scheme shall normally remain valid for a period of **three (3) years**, subject to:

- Continued compliance with the Code of Professional Ethics.
- Fulfilment of Continuing Professional Development (CPD) requirements.
- Successful completion of surveillance activities.
- Maintenance of professional competence.

Certification shall not remain valid indefinitely and shall be renewed only through the prescribed recertification process.

5.7. Progression Between Levels and/or Categories

Certification is progressive in nature. However, applicants are not restricted from applying directly for a higher certification level and/or change of category, provided they meet all prescribed eligibility criteria and successfully demonstrate the competencies required for the intended level and/or category.

Progression shall be based on:

- Professional experience
- Demonstrated competence
- Evidence of achievement
- Assessment outcomes
- Professional ethics
- Continuing Professional Development
- Leadership contributions
- Impact on higher education

progression to a higher level and/or change of category shall not be granted solely on the basis of years of experience or previous certification. Candidates shall be eligible to apply for progression/change only after holding certification in the current level and category for a minimum period of one year and meeting all specified competency and certification requirements.

5.8. Certification Mark and Digital Credential

Certified professionals may be authorized to use the DRONĀ Certification Mark and Digital Credential in accordance with the Scheme Rules.

The Certification Mark may be used on:

- Curriculum Vitae
- Professional Profiles
- Institutional Webpages
- Business Cards
- Email Signatures
- Conference Profiles
- Professional Networking Platforms

The Certification Mark shall not be used in a manner that suggests accreditation or certification of an institution, programme, product, or service.

The Scheme Owner shall publish detailed rules governing the use, reproduction, suspension, and withdrawal of the Certification Mark.

6. ELIGIBILITY REQUIREMENTS FOR CERTIFICATION

6.1. General Eligibility Requirements

The applicant shall have a minimum of two years of relevant professional experience acquired after obtaining the minimum educational qualification required for the applicable teaching position/role.

Only experience gained after the date of acquiring the qualifying educational qualification shall be considered for determining eligibility under the Scheme.

Relevant industry or professional experience shall be considered where such experience is recognized for the applicable teaching role by the competent statutory/regulatory authority.

6.2. Educational Qualification

The applicant shall possess the minimum educational qualification prescribed by the applicable statutory/regulatory authority for the teaching position or professional role concerned in the relevant discipline of higher education. Qualifications shall be from recognized institutions and shall comply, as applicable, with the requirements of UGC, AICTE or the respective statutory/professional regulatory authority.

Where different qualification requirements apply to different disciplines or professional categories, the requirements of the respective competent statutory/regulatory authority shall prevail.

Verification of Educational Qualification

The Application Reviewer shall verify the applicant's educational qualification against the current applicable qualification requirements prescribed by the competent statutory/regulatory authority for the relevant teaching position, discipline and type of Higher Education Institution.

The applicable reference may include UGC Regulations and, where relevant, regulations/notifications of AICTE and the respective statutory or professional regulatory authority.

The specific regulatory document and provision used for verification shall be identified and recorded in the Application Review Record.

The Scheme Owner shall maintain these applicable requirements in the Register of Applicable Standards, Regulatory and Normative Documents.

6.3. Professional Engagement

The applicant shall be actively engaged in one or more of the following or equivalent to:

- Teaching
- Research
- Academic administration with teaching responsibility
- Clinical teaching
- Industry-based teaching
- Curriculum development
- Student mentoring
- Educational innovation

6.4. Evidence Required for Eligibility Verification

Applicants shall submit, as applicable:

- Proof of identity
- Curriculum Vitae

7. APPLICATION AND REGISTRATION PROCESS

7.1. Fresh Application Process

The fresh application process shall consist of the following stages:

1. Registration.
2. Eligibility verification.
3. Payment of applicable fees.
4. Access to application information.
5. Submission of application.
6. Acknowledgement of application.
7. Allocation of Application Registration Number.
8. Transfer to assessment stage.

7.2. Submission of Application

Applications shall be submitted using the prescribed application form provided by the Personnel Certification Body.

Applications shall be submitted through online application portal.

7.3. Application Review and Acceptance

Applications will be reviewed by the Personnel Certification Body within 7 days from the date of submission. Deficiency will not be intimated since a detailed declaration is included in the application itself; hence the application will be forwarded for assessment. There is no preliminary rejection of application.

7.4. Application Fee

Applicants shall pay the applicable certification fee as prescribed by the Personnel Certification Body. Payment of the application fee does not guarantee certification. There is no Refund of application fee. The application fee includes the assessment and certification. A separate fee will be applied for appeal and recertification.

7.5. Declaration by Applicant

Each applicant shall declare confirming that:

- The information provided is complete and accurate.
- Supporting documents are authentic.
- Professional achievements claimed are genuine.
- The applicant agrees to comply with the Certification Scheme requirements.
- The applicant agrees to abide by the Code of Professional Ethics.
- The applicant consents to verification of submitted information.
- The applicant agrees to surveillance and recertification requirements if certified.

7.6. Registration of Applicant

Applicants meeting all eligibility requirements shall be formally registered in the Certification Management System.

Registration shall include:

- Allocation of a unique Registration Number.
- Recording of applicant details and date.

7.7. Acknowledgement of Registration and Payment of fee

The Personnel Certification Body shall acknowledge receipt and acceptance of the application.

7.8. Confidentiality of Applicant Information

All information submitted by applicants shall be treated as confidential.

7.9. Withdrawal of Application

Applicants may withdraw their application at any stage before the certification decision by submitting a mail from the registered mail ID. There is no refund of the application fees paid.

8. ASSESSMENT AND EXAMINATION METHODOLOGY

8.1. Assessment Process

The assessment process shall normally proceed through the following stages:

1. AI-assisted evidence analysis.
2. Assessor evaluation.
3. Communication of certification outcome.

8.2. Method of Examination

The examination under the DRONĀ Certification Scheme shall be a structured, evidence-based competence examination conducted through evaluation and verification of the applicant's professional portfolio and documented evidence against the competence requirements specified in the DRONĀ Competence Standard.

The examination shall comprise:

- submission and evaluation of documented professional evidence;
- verification of authenticity and relevance of submitted evidence;
- mapping of evidence against prescribed competence domains, indicators and performance criteria;
- AI-assisted analysis and scoring support, where applicable;
- evaluation by qualified assessors using standardized assessment rubrics; and
- human review and confirmation of the assessment outcome.

The DRONĀ examination does not ordinarily require a separate written, oral or practical examination. Competence is examined through documented evidence and other reliable and objective means prescribed under the Scheme. The method of examination shall be designed and implemented to ensure validity, reliability, objectivity, fairness and consistency of assessment outcomes.

Independent Demonstration of Competence

Portfolio and documentary evidence shall provide evidence of professional performance and achievement but shall not, by themselves, be considered sufficient to independently establish competence. Every applicant shall undergo an independent competence confirmation conducted by a qualified assessor. The method shall be appropriate to the certification category, level and competence being assessed and may include structured professional interview/viva voce, scenario-based questioning, presentation or demonstration, professional discussion, verification with independent/authoritative sources, or other approved competence-assessment methods.

The independent assessment shall determine whether the applicant personally demonstrates the required knowledge, skills, professional judgement and ability underlying the submitted evidence.

Certification shall be based on the combined and corroborated results of verified portfolio evidence and independent competence assessment.

8.3. Assessment Duration

The assessment duration shall be maximum of 5 days from the date of acceptance of applications.

8.4. AI-Assisted Assessment

Artificial Intelligence shall be used to support the assessment process in areas such as:

- Document classification.
- Evidence mapping.
- Publication verification.
- Citation analytics.
- Similarity detection.
- Portfolio completeness checks.
- Data consistency analysis.
- Preliminary scoring support.
- Identification of missing evidence.

AI-generated outputs shall be considered advisory only. They shall not independently determine competence or certification outcomes.

8.5. Human Evaluation

All assessments shall be conducted by qualified assessors who have been approved by the Personnel Certification Body.

Assessors shall:

- Review all submitted evidence.
- Evaluate competence objectively.
- Record assessment observations.

Assessors shall not make the final certification decision.

A duly constituted Assessment Panel comprising a Lead Assessor and Assessor shall independently evaluate the verified evidence against the prescribed competence domains, performance criteria, assessment indicators, evidence requirements and standardized scoring rubrics. Assessors shall record the basis for scores awarded. Differences in assessment shall be resolved through moderation/reconciliation in accordance with the approved assessment procedure. Reliability of human assessment shall be established and monitored through standardized rubrics, assessor qualification and training, assessor calibration, moderation, inter-assessor agreement and periodic review of assessment outcomes.

8.6. Reliability of Assessment

The DRONĀ assessment process shall ensure that assessment outcomes are consistent, reproducible and dependable when the same competence requirements, evidence and approved assessment criteria are applied.

Reliability shall be supported through:

- standardized assessment criteria and rubrics;
- defined evidence requirements and scoring methodology;
- trained and competent assessors;
- assessor calibration and moderation;
- consistent application of AI-assisted assessment tools with human oversight; and
- periodic review of assessor agreement and assessment outcomes.

The Personnel Certification Body shall monitor assessment reliability and take appropriate corrective action where significant inconsistencies are identified.

8.7. Assessment Rubrics

Each assessment method shall utilize documented rubrics that define:

- Performance expectations.
- Assessment indicators.

- Rating scales.
- Evidence requirements.

Rubrics shall ensure consistency and comparability of assessment outcomes across assessors and certification bodies.

8.8. Scoring Process and Category-Specific Competence Requirements

Assessors shall:

1. Review all submitted evidence.
2. Verify authenticity.
3. Map evidence to competence domains.
4. Assign scores using approved rubrics.
5. Record observations.

Assessment shall be conducted against the five competence domains using the approved assessment indicators, evidence requirements and scoring rubrics specified in the DRONĀ Competence Standard.

- Teaching-Intensive Faculty: shall achieve a minimum score of 180 out of 500 in D1.
- Research-Intensive Faculty: shall achieve a minimum score of 180 out of 500 in D2.
- Teaching and Research Faculty: shall achieve the prescribed maximum score of 350 in each D1 and D2.

In all the categories, the indicators and indicator-weightages remain same. On final computing, the total domain score in D1 and D2 shall be converted to the maximum score, as specified. Domain-weightage in D3, D4 and D5 remain same in all the categories.

Based on the score acquired in all five domains, the certification level will be awarded.

8.9. Integrity, Consistency, Fairness and Equity Assessment

The PrCB shall ensure the integrity and consistency of assessment across candidates, assessors and certification cycles.

The assessment shall be designed and administered to ensure appropriate content, level of difficulty, fairness and equity for all candidates within the same certification category and level.

This shall be ensured through:

- standardized competence requirements, assessment indicators, evidence requirements and scoring rubrics;
- assessment content aligned with the defined job/task and competence requirements;
- comparable level of difficulty for candidates seeking the same certification level;
- uniform application of assessment criteria and scoring methodology;
- assessor qualification, training, calibration and moderation;
- appropriate controls to minimize assessor and AI-related bias;
- reasonable accommodation, where applicable, without compromising competence requirements; and
- periodic analysis of assessment results to identify inconsistencies, bias or unintended disadvantage.

The PrCB shall periodically confirm the validity, reliability, fairness, equity and consistency of the assessment process through review of assessment outcomes, assessor agreement, moderation results, candidate feedback, appeals/complaints and other relevant assessment data. Identified deviations shall be investigated and appropriate corrective action taken.

9. CERTIFICATION DECISION, GRANT OF CERTIFICATION, SUSPENSION, WITHDRAWAL AND SCOPE MODIFICATION

9.1. Certification Decision Authority

The final certification decision shall be made by the **Certification Committee** or an equivalent decision-making body formally appointed by the Personnel Certification Body.

The Certification Committee shall:

- Operate independently of assessors.
- Be free from conflicts of interest.
- Include competent subject matter experts.
- Follow documented procedures.
- Maintain confidentiality.

The Committee shall review all relevant documentation before making a decision.

The certification decision shall be made solely on the basis of information gathered during the certification process and shall be made by personnel who have not participated in the examination, assessment or training of the candidate. The decision shall be independently reviewed, documented and traceable to the applicable certification requirements.

9.2. Inputs to Certification Decision

The Certification Committee shall consider, as applicable:

- Assessment scores.
- Evidence verification reports.
- Conflict of interest declarations.
- Professional conduct declarations.
- Complaints relevant to the applicant (if any).

9.3. Certification Decision Outcomes

Following review, the Certification Committee may decide one of the following:

Decision	Description
Grant Certification	Applicant meets all certification requirements.
Reject Application	Applicant has not demonstrated the required competence.

All decisions shall be documented with supporting justification.

9.4. Certificate of Competence

Successful applicants shall receive a Certificate of Competence containing, at a minimum:

- Name of the certified individual.
- Unique Certification Number.
- Aadhar number (Indians) /Personal Identification Number (foreign nationals)
- Certification level awarded.
- Certificate category.
- Date of certification.
- Date of expiry.
- Name and logo of the Personnel Certification Body.

- Reference to the DRONĀ Certification Scheme.
- Signature or secure digital authentication of the authorized official.
- QR code or digital verification mechanism.

Certificates shall be protected against unauthorized reproduction or alteration.

9.5. Certification Register

The Personnel Certification Body shall maintain a secure and up-to-date register of certified individuals.

The register may include:

- Name of certified person.
- Unique identification number.
- Certification number.
- Certification level.
- Certification category.
- Certification status (Active, Suspended, Withdrawn, Expired).
- Date of certification.
- Expiry date.

Only information approved for public disclosure shall be made publicly available.

9.6. Validity of Certification

DRONĀ Certification shall be valid for **three (3) years from the date of certification**, subject to successful annual surveillance, fulfilment of CPD requirements, continued compliance with the Code of Professional Ethics and maintenance of certification requirements. Certification shall expire at the end of three years unless recertification is successfully completed.

9.7. Suspension of Certification

Certification may be suspended where:

- Continuing Professional Development requirements are not fulfilled.
- Surveillance requirements are not met.
- Misuse of certification marks or claims is identified.
- Temporary non-compliance with certification requirements occurs.
- An investigation into alleged professional misconduct is pending.

During suspension:

- The individual shall not claim active certification.
- The individual shall cease use of certification logos and marks.
- Public certification records shall indicate the suspended status.

The Personnel Certification Body shall notify the certified person in writing of the reasons, duration, and conditions for lifting the suspension.

9.8. Withdrawal of Certification

Certification may be withdrawn if:

- Fraudulent information or documentation is discovered.
- Deliberate misrepresentation of competence is established.
- Serious violation of the Code of Professional Ethics is confirmed.
- Continued non-compliance following suspension.
- Certification is misused despite written warnings.
- The certified individual requests voluntary withdrawal.
- The individual is found guilty of serious academic or professional misconduct materially affecting certification.

Withdrawal decisions shall be made only after due process and documented review.

9.9. Reinstatement of Certification

A suspended certification may be reinstated when the certified individual:

- Corrects the identified non-conformities.
- Provides satisfactory evidence of compliance.
- Completes any required corrective actions.
- Successfully undergoes additional assessment where required.

Reinstatement shall be approved by the Certification Committee and recorded in the certification register.

9.10. Expiry of Certification

Certification shall expire upon completion of the certification validity period if recertification is not successfully completed.

After expiry:

- The individual shall no longer represent themselves as DRONĀ Certified.
- Certificates shall become invalid.
- Certification marks shall not be used.
- Public records shall indicate the expired status.

Former certificate holders may apply for recertification in accordance.

9.11. Certification Agreement, Use of Certificates, Logos, and Certification Marks

Certified individuals may ask to submit an agreement during the receipt of certificate. The use of certificate and certification mark only in accordance with the documented rules issued by the Scheme Owner and the Personnel Certification Body.

Certified persons shall:

- Use certification only within the approved scope.
- Avoid misleading claims.
- Not imply institutional accreditation.
- Not alter certificates or certification marks.
- Immediately discontinue use upon suspension, withdrawal, or expiry.
- Not authorized to continue to use the certificate credentials after the validity period.

Misuse may result in corrective action, suspension, withdrawal of certification, and legal action where appropriate.

10. SURVEILLANCE, CONTINUING PROFESSIONAL DEVELOPMENT (CPD), AND RECERTIFICATION

10.1. Certification Cycle

The DRONĀ certification cycle consists of:

1. Initial Certification
2. Annual Surveillance
3. Continuing Professional Development
4. Three-Year Recertification

10.2. Surveillance

Surveillance is the process through which the Personnel Certification Body confirms that the certified individual continues to satisfy the certification requirements throughout the validity period.

Surveillance Methods and Criteria

Surveillance shall be conducted during the three-year certification cycle to verify that the certified Teaching Professional continues to satisfy the applicable DRONĀ competence and certification requirements.

Surveillance methods may include:

- periodic online declaration/update by the certified person;
- review of Continuing Professional Development (CPD) activities;
- verification of continued professional engagement in higher education;
- review of significant changes in employment/academic responsibilities;
- review of complaints, ethical issues or reported professional misconduct;
- verification of continued compliance with the Code of Professional Ethics; and
- submission and verification of additional documentary evidence, where required.

Surveillance criteria shall include:

- continued conformity with the applicable certification requirements;
- maintenance of professional competence;
- fulfilment of prescribed CPD requirements;
- continued professional/academic engagement;
- compliance with professional and ethical requirements;
- proper use of the DRONĀ certificate, mark and certification status; and
- absence of substantiated issues affecting the validity or integrity of certification.

Surveillance shall normally be undertaken at least annually during the certification cycle. Failure to satisfy surveillance requirements may result in corrective action, suspension or withdrawal of certification, as applicable.

10.3. Continuing Professional Development (CPD)

Continuing Professional Development is a mandatory requirement for maintaining DRONĀ certification.

Certified persons shall complete the minimum CPD requirements prescribed by the Scheme Owner during each certification cycle. Recognized CPD may include faculty development programmes, professional training, conferences/workshops, research and scholarly activities, industry/professional engagement, curriculum development, digital competency development and other approved professional-development activities. Documentary evidence of CPD shall be submitted during annual surveillance and recertification. The detailed CPD credit requirements, acceptable activities, evidence and evaluation criteria shall be prescribed in the CPD Guidelines.

10.4. Complaints During Certification

Where complaints are received regarding a certified individual, the Personnel Certification Body shall:

- Record the complaint.
- Conduct a preliminary review.
- Determine whether the complaint affects certification.
- Request clarification from the certified individual.
- Conduct investigation where required.

- Maintain confidentiality.
- Record decisions.

Complaints shall be managed in accordance.

10.5. Recertification

Recertification is the formal process through which a certified individual demonstrates continued competence for a further certification cycle.

Applications for recertification should normally be submitted at least TWO months before the expiry of certification.

10.6. Recertification Requirements

Recertification shall be based on evaluation of continued competence and continued conformity with the current certification requirements.

The recertification process shall consider:

- surveillance results during the certification cycle;
- fulfilment of prescribed CPD requirements;
- continued professional engagement and competence;
- updated professional portfolio and relevant evidence;
- complaints, appeals and professional conduct, where applicable;
- changes in the certification requirements since initial certification; and
- additional assessment/examination where necessary to confirm continued competence.
- The recertification decision shall be made independently in accordance with the certification decision process.

11. REQUIREMENTS FOR ASSESSORS, TECHNICAL EXPERTS, AND CERTIFICATION COMMITTEE MEMBERS

11.1. Categories of Personnel

The Personnel Certification Body (PrCB) shall maintain documented competence requirements for the following categories:

1. Assessors
2. Lead Assessors
3. Technical Experts
4. Certification Committee Members
5. Appeals Committee Members
6. Complaints Committee Members
7. Scheme Director
8. Administrative Personnel supporting certification activities

Each category shall have clearly defined responsibilities, authority, and competence requirements.

11.2. General Competence Requirements

All personnel involved in certification activities shall demonstrate:

- Professional competency
- Professional integrity.
- Ethical behaviour.
- Effective communication skills.
- Analytical ability.
- Decision-making capability.
- Knowledge of higher education systems.
- Familiarity with ISO/IEC 17024 requirements.
- Understanding of the DRONĀ Certification Scheme.

- Ability to maintain confidentiality.
- Freedom from conflicts of interest.

11.3. Responsibilities of Assessors

Assessors shall:

- Review applications objectively.
- Evaluate submitted evidence.
- Record observations.
- Recommend assessment outcomes.
- Maintain confidentiality.
- Declare conflicts of interest.
- Participate in assessor calibration activities.

Assessors shall **not** make the final certification decision.

11.4. Assessor Panel

Assessor panel shall constitute of one lead assessor and one assessor.

11.5. Assessor Scoring Guidance

The assessment will be done based of the individual rubrics designed for each indicator.

11.6. Lead Assessors

Lead Assessors shall coordinate assessment activities and ensure consistency.

Additional responsibilities include:

- Assignment of assessment teams.
- Technical guidance.
- Review of assessment reports.
- Resolution of technical issues.
- Mentoring new assessors.
- Participation in moderation activities.

11.7. Technical Experts

Technical Experts provide specialist knowledge in specific academic disciplines or professional fields.

Technical Experts may assist assessors in evaluating the professional competencies.

Technical Experts shall not independently grant or deny scoring/certification.

11.8. Certification Committee Members

Certification Committee Members shall make independent certification decisions.

Members shall possess:

- High professional standing.
- Thorough understanding of the Certification Scheme.
- Knowledge of ISO/IEC 17024.
- Ability to evaluate assessment reports objectively.
- Experience in academic quality assurance or professional certification.

The Committee should include expertise from multiple disciplines to ensure balanced decision-making.

11.9. Appeals Committee Members

Appeals Committee Members shall:

- Be independent of the original assessment and certification decision.
- Possess competence in certification processes.

- Review appeals objectively.
- Recommend fair and impartial decisions.
- Maintain confidentiality.

No person directly involved in the original assessment shall participate in the appeal review.

11.10. Complaints Committee Members

Complaints Committee Members shall:

- Investigate complaints impartially.
- Evaluate evidence objectively.
- Recommend corrective actions where appropriate.
- Protect the rights of all parties.
- Maintain confidentiality throughout the investigation.

11.11. Appointment of Personnel

The Personnel Certification Body shall establish documented procedures for appointing personnel including assessor, lead assessor, technical expert, various committee members, involved in certification activities.

Appointments shall be based on:

- Qualifications - for Lead Assessor, PhD with 15 years of experience and an Assessor can be PhD with 5 years of experience.
- Demonstrated competence.
- References.
- Independence.
- Conflict of interest review.
- Successful completion of required training.

Appointments shall be formally approved by the authorized authority within the Personnel Certification Body.

11.12. Training of Personnel

Before participating in certification activities, personnel shall successfully complete training covering:

- ISO/IEC 17024 requirements.
- DRONĀ Certification Scheme.
- Competence standards.
- Assessment methodology.
- Assessment tools.
- Scoring methodology.
- Evidence verification.
- Ethical requirements.
- Confidentiality.
- AI-assisted assessment tools.
- Conflict of interest management.

Training records shall be maintained.

11.13. Monitoring and Periodic Evaluation of Personnels

During participating the various certification processes, all the personnels shall be monitored and evaluated periodically to ensure the seamless process flow.

12. APPEALS, COMPLAINTS, DISPUTES, AND ETHICAL CONDUCT

12.1. Definitions

Appeal

A formal request by an applicant or certified person for reconsideration of a decision made by the Personnel Certification Body relating to certification activities.

Complaint

An expression of dissatisfaction concerning the activities, personnel, certified persons, or decisions of the Personnel Certification Body, where a response or resolution is expected.

Dispute

A disagreement arising from the interpretation or implementation of certification requirements, contractual obligations, or professional conduct that requires formal resolution.

Ethical Misconduct

Any act or omission that violates the DRONĀ Code of Professional Ethics or compromises the integrity, credibility, or reputation of the certification scheme.

12.2. Appeals

Applicants or certified persons may submit an appeal regarding:

- Rejection of application.
- Assessment outcome.
- Certification decision.
- Suspension.
- Withdrawal.
- Scope modification.
- Recertification decision.
- Administrative decisions affecting certification.

Appeals shall not be used to challenge the competence standard itself unless formally revised through the Scheme governance process.

12.3. Submission of Appeals

Appeals shall be submitted through the online portal within 7 days of the announcement of the decision.

12.4. Appeals Committee

The Appeals Committee shall:

- Operate independently of the original assessment and certification decision.
- Include competent personnel with no conflict of interest.
- Review all relevant records objectively.
- Consider additional evidence where appropriate.
- Maintain confidentiality.

No individual involved in the original assessment or certification decision shall participate in the appeal.

12.5. Appeal Decisions

Following review, the Appeals Committee may recommend:

- Uphold the original decision.
- Modify the decision.
- Overturn the decision.
- Require reassessment.
- Request additional evidence.
- Refer the matter back to the Certification Committee with specific recommendations.

The decision of the Appeals Committee shall be documented and communicated to the appellant within 30 days from the date of receipt of appeal.

12.6. Complaints

Complaints may relate to:

- Certification activities.
- Assessors.
- Certification personnel.
- Certified persons.
- Misuse of certification.
- Unethical behaviour.
- Administrative processes.
- Confidentiality breaches.
- Conflict of interest.
- Discrimination or unfair treatment.

Complaints may be submitted by:

- Applicants.
- Certified persons.
- Employers.
- Educational institutions.
- Regulatory authorities.
- Professional bodies.
- Members of the public.
- Other stakeholders.

12.7. Complaint Handling Process

The Personnel Certification Body shall establish documented procedures that include:

1. Receipt of complaint.
2. Registration.
3. Acknowledgement.
4. Preliminary evaluation.
5. Investigation.
6. Collection of evidence.
7. Consultation with relevant parties.
8. Decision.
9. Communication to the complainant.
10. Closure.
11. Corrective action where required.

Each complaint shall be assigned a unique reference number for traceability and will be resolved within 30 days from the date of receipt of the complaint.

13. MANAGEMENT SYSTEM REQUIREMENTS, DOCUMENTATION CONTROL, RECORDS MANAGEMENT, INTERNAL AUDIT, RISK MANAGEMENT, AND CONTINUAL IMPROVEMENT

13.1. Management System

The Personnel Certification Body shall establish and maintain a documented management system covering all certification activities.

The management system shall include:

- Organizational structure.
- Governance arrangements.

- Policies.
- Procedures.
- Work instructions.
- Forms.
- Templates.
- Digital systems.
- Risk management processes.
- Monitoring and measurement mechanisms.
- Internal audit programme.
- Management review process.
- Continual improvement procedures.

The management system shall be periodically reviewed to ensure continuing suitability, adequacy, and effectiveness.

13.2. Documentation Requirements

The Personnel Certification Body shall maintain documented information necessary for the effective operation of the Certification Scheme.

Documented information shall include:

- Certification Scheme Manual.
- Competence Standards.
- Assessment Procedures.
- Certification Procedures.
- Appeals Procedure.
- Complaints Procedure.
- Code of Professional Ethics.
- Assessor Guidelines.
- Technical Expert Guidelines.
- Certification Committee Procedures.
- Forms and Templates.
- Policies.
- Work Instructions.
- Quality Objectives.
- Risk Register.

All documents shall be subject to document control.

13.3. Document Control

The Personnel Certification Body shall establish procedures to ensure that documents are:

- Approved before issue.
- Reviewed periodically.
- Updated when necessary.
- Version controlled.
- Readily identifiable.
- Available to authorized personnel.
- Protected against unintended alteration.
- Removed promptly when obsolete.

Obsolete documents shall be archived or disposed of in accordance with documented procedures.

13.4. Control of External Documents

External documents that influence certification activities shall also be controlled.

Examples include:

- ISO Standards.

- UGC Regulations.
- AICTE Guidelines.
- National Education Policy (NEP).
- Professional body guidelines.
- Government notifications.
- Accreditation manuals.
- Applicable legal requirements.

The Personnel Certification Body shall ensure that current versions of external documents are available.

13.5. Monitoring of Normative and Regulatory Changes and Change Management

The Scheme Owner shall periodically monitor changes in applicable standards, regulations and normative documents. Any revision, amendment, withdrawal or replacement shall be evaluated for its impact on the Scheme, competence requirements, assessment methodology, certification process and related documents. Necessary changes shall be reviewed, approved, implemented and communicated to relevant stakeholders. Transition arrangements shall be defined where required, and records of monitoring, impact assessment and implementation shall be maintained.

13.6. Records Management

Records provide objective evidence that certification activities have been performed in accordance with the Certification Scheme.

The Personnel Certification Body shall establish procedures for:

- Identification.
- Collection.
- Storage.
- Protection.
- Retrieval.
- Retention.
- Disposal.

Records shall remain legible, identifiable, secure, and retrievable throughout the retention period.

13.7. Internal Audit

The Personnel Certification Body shall conduct planned internal audits to determine whether the management system:

- Conforms to ISO/IEC 17024.
- Conforms to the DRONĀ Certification Scheme.
- Is effectively implemented.
- Continues to achieve intended outcomes.

Internal audits shall be conducted at planned intervals, normally **at least once every twelve (12) months**.

13.8. Risk Management

The Scheme Owner shall identify, evaluate and periodically review risks and liabilities arising from the development, implementation and operation of the DRONĀ Certification Scheme. Identified risks, controls, responsibilities and mitigation measures shall be maintained in a documented Scheme Risk Register.

The Personnel Certification Body shall establish a documented risk management process.

Risk management shall include:

- Risk identification.
- Risk analysis.
- Risk evaluation.
- Risk treatment.
- Monitoring.
- Review.

Risk management shall support:

- Impartiality.
- Certification integrity.
- Information security.
- Business continuity.
- Operational effectiveness.

13.9. Business Continuity

The Personnel Certification Body shall establish business continuity arrangements to ensure the uninterrupted delivery of certification services during emergencies.

Business continuity planning shall address:

- Information technology failures.
- Cyber incidents.
- Natural disasters.
- Public health emergencies.
- Loss of key personnel.
- Communication failures.
- Data recovery.

Regular testing of business continuity arrangements should be conducted.

13.10. Management Review

Top Management shall conduct management reviews at planned intervals, normally **at least once each year**, to evaluate the effectiveness of the management system.

Inputs to management review shall include:

- Internal audit results.
- Certification statistics.
- Appeals.
- Complaints.
- Surveillance outcomes.
- Recertification outcomes.
- Risk assessments.
- Corrective actions.
- Stakeholder feedback.
- Regulatory changes.
- Performance indicators.

Outputs shall include decisions relating to:

- Improvement opportunities.
- Resource needs.
- Risk mitigation.
- Policy revisions.
- Strategic direction.

13.11. Continual Improvement

The Personnel Certification Body shall establish a structured process for continual improvement based on the **Plan–Do–Check–Act (PDCA)** methodology.

Improvement opportunities may arise from:

- Internal audits.
- External audits.
- Appeals.
- Complaints.
- Risk assessments.
- Stakeholder feedback.
- Assessor feedback.
- Certification statistics.
- Technological developments.
- Changes in higher education policies.

Improvement actions shall be documented, implemented, monitored, and reviewed for effectiveness.

List of Annexures

The following annexures form part of the DRONĀ Certification Scheme Manual.

Annexure	Title
I	Application Form
II	Code of Professional Ethics
III	Stakeholder Consultation and Scheme Development Record

ANNEXURE I

DRONĀ
Certification of Teaching
Professionals in Higher Education Institutions

Application Form

(To be entered and submitted online through dronaframework.in)

Domain	Focus Area	Max Marks (Teaching and Research Category)
D1	Teaching & Student Success	350
D2	Research & Innovation	350
D3	Academic Contribution & Leadership	100
D4	Professionalism & Social Responsibility	100
D5	Digital & Future Readiness	100
	Total	1000

DOMAIN 1 — Teaching & Student Success

350 MARKS

D1.1 — Teaching Effectiveness & Course Delivery (150 marks)

D1.1.1

Courses Handled per Academic Year (Max 10 marks)

Assesses teaching workload — number of courses, UG/PG mix, student strength, and completion authenticity.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Total number of courses handled during the assessment year

Number of UG courses handled

Number of courses with enrollment > 30 students

Were all assigned courses completed with proper academic records?

☐ Yes ☐ No

Workload / course allocation evidence (evidence link)

D1.1.2

LMS-Enabled Course Implementation (Max 20 marks)

Assesses effective integration of LMS platforms — engagement, digital assessment, participation, and scale.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Number of courses actively managed through LMS

Number of courses where assignments/quizzes were conducted through LMS

Number of courses with >70% active student participation in LMS

Were LMS analytics/activity records maintained and verifiable?

☐ Yes ☐ No

LMS screenshots / activity-analytics evidence (evidence link)

D1.1.3

Outcome-Based Education (OBE) Implementation (Max 20 marks)

Assesses CO attainment process coverage, achievement, improvement actions, and OBE maturity.

% of handled courses implementing formal CO attainment process

% of courses where attainment targets were achieved

Were improvement actions taken based on attainment gaps?

☐ Yes ☐ No

OBE implementation maturity level (select: L0 — No OBE implementation / L1 — Basic CO definition only / L2 — CO assessment implemented / L3 — Attainment analysis performed / L4 — Continuous improvement actions implemented)

Consolidated OBE summary evidence (evidence link)

D1.1.4

ICT Enabled and Smart Teaching Practices (Max 20 marks)

Assesses ICT tool integration and smart teaching practices for engagement and digital pedagogy.

% of handled courses using ICT/smart teaching tools

Number of different ICT tools/platforms effectively used

% of classes involving interactive digital engagement (quiz, simulation, polling, smart board, etc.)

ICT implementation maturity level (select: L0 — No ICT integration / L1 — Basic PPT/content projection only / L2 — Regular multimedia/digital teaching / L3 — Interactive ICT-enabled learning / L4 — Advanced smart teaching (analytics/simulation/AI))

For each entry (repeatable):

- Name of the tool
-

- Purpose of the tool
-

- Summary of the effort (up to 150 words)
-
-

- Photo evidence (evidence link)
-
-

D1.1.5

Andragogy-Based Facilitation in Learning Process (Max 50 marks)

Assesses learner-centric practices: active learning, self-direction, experiential and collaborative engagement.

% of courses where learner-centric/andragogical methods were implemented

Number of different active learning methods used (case-based, PBL, flipped classroom, etc.)

% of sessions involving student participation/activity-based engagement

Andragogy implementation maturity level (select: L0 — Traditional lecture-only / L1 — Occasional learner interaction / L2 — Regular active learning / L3 — Structured learner-centric facilitation / L4 — Advanced self-directed/experiential ecosystem)

For each entry (repeatable):

- Name of the practice

- Purpose of the practice

- Summary of the effort (up to 150 words)

- Photo evidence (evidence link)

D1.1.6

Innovative Teaching Practices Adopted (Max 30 marks)

Assesses genuinely innovative practices beyond routine ICT/active learning use.

Number of innovative teaching practices newly introduced during the assessment period

Did any innovation involve industry, research, AI, simulation, interdisciplinary or real-world integration?

■ Yes ■ No

Did the innovation demonstrate measurable student impact/improvement?

■ Yes ■ No

For each entry (repeatable):

- Name of the practice

- Purpose of the practice

- Summary of the effort (up to 150 words)

- Photo evidence (evidence link)

D1.2 — Student Performance & Learning Outcomes (100 marks)

D1.2.1

Pass Percentage in Handled Courses (Max 20 marks)

Assesses academic effectiveness through student pass performance, per course, pulled from D1.1.1's course counts.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

For each entry (repeatable):

- Course code

- Pass percentage for this course

- Curriculum link (for course-code verification) (evidence link)

D1.2.2

CO Attainment Achievement (Max 20 marks)

Assesses achievement level of Course Outcomes against institutional OBE targets, per course, pulled from D1.1.1's course counts.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

For each entry (repeatable):

- Course code
- CO attainment percentage for this course

- Curriculum link (for course-code verification) (evidence link)

D1.2.3

Support System for Diversified Learners (Max 30 marks)

Assesses support for slow/advanced/academically weak learners.

Number of structured support/remedial/enrichment initiatives conducted

% of identified students showing measurable improvement after intervention

For each entry (repeatable):

- Title of the activity

- Targeted students (select:)

- Number of students benefitted

-
- Summary of the effort (up to 150 words)
-
-

- Photo evidence (evidence link)
-

D1.2.4

Students Feedback on Facilitation (Max 15 marks)

Per-course student feedback score, pulled from D1.1.1's course counts. (NOTE: assumption — see summary; original SOP treated this as system-collected with no applicant-facing formula.) To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

For each entry (repeatable):

- Course code
-

- Average student feedback score for this course (0–5, higher = better)
-

D1.2.5

Student Academic Achievement under Mentorship (Max 15 marks)

Assesses faculty contribution to notable student achievements (ranks, competitions, hackathons, awards).

Number of individual students achieving recognized academic/technical achievements under your mentorship

Number of teams achieving recognized academic/technical achievements under your mentorship

For each entry (repeatable):

- Title of the Achievement
-

- Role of the faculty (up to 150 words)
-
-

- Evidence (photo/report) (evidence link)
-

D1.3 — Mentoring, Guidance & Student Support (50 marks)

D1.3.1

Assigned Mentoring Responsibility (Max 5 marks)

Assesses formal mentoring responsibility and engagement with assigned mentees.

Number of students officially assigned for mentoring

% of mentoring sessions conducted as per institutional schedule

Were mentoring records maintained and verifiable?

☐ Yes ☐ No

Mentoring log evidence [\(evidence link\)](#)

D1.3.2

Mentoring Interaction Frequency (Max 5 marks)

Assesses regularity and continuity of mentoring interactions.

Average number of mentoring interactions conducted per month

% of scheduled mentoring sessions actually conducted

Were mentoring interaction records maintained and verifiable?

☐ Yes ☐ No

Mentoring interaction log evidence [\(evidence link\)](#)

D1.3.3

Career Guidance and Counselling Activities (Max 10 marks)

Assesses structured guidance for career planning, higher studies, and competitive exams.

Number of career guidance/counselling activities conducted

% of mentees/students participated in the guidance activities

Did the activities include higher studies, competitive exams, placements, or career readiness?

☐ Yes ☐ No

Career guidance activity evidence [\(evidence link\)](#)

D1.3.4

Internship Guidance Support (Max 15 marks)

Assesses support for student internships — guidance, coordination, industry linkage.

Number of students supported/guided for internships

% of assigned/eligible students successfully completing internships

Did you contribute to internship coordination/industry facilitation/monitoring?

☐ Yes ☐ No

Internship support evidence (evidence link)

D1.3.5

Support for Student Wellbeing and Inclusion (Max 10 marks)

Assesses support for wellbeing, inclusiveness, and equitable learning environment.

Number of wellbeing/inclusion support initiatives undertaken

% of identified students supported through inclusion/wellbeing interventions

Did you support academically/socially disadvantaged or special-needs students?

☐ Yes ☐ No

Wellbeing/inclusion support evidence (evidence link)

D1.3.6

Student Satisfaction on Mentoring (Max 5 marks)

Assesses student perception and satisfaction with mentoring support.

Average student satisfaction score on mentoring effectiveness (%)

% of mentees participating in the mentoring feedback process

Were mentoring feedback records officially documented and verifiable?

☐ Yes ☐ No

Mentoring feedback evidence (evidence link)

D1.4 — Skill Development & Employability Contribution (50 marks)

D1.4.1

Skill Development Programmes Conducted (Max 15 marks)

Assesses contribution to student skills beyond curriculum via structured programmes.

Number of skill development programmes/workshops/FDP-style student trainings conducted

Total number of students benefited

Did the programmes include industry/employability/digital/technical skill components?

☐ Yes ☐ No

For each entry (repeatable):

- Name of the programme

- Name of the skill imparted

- Summary of the programme (up to 150 words)

- Evidence (photo/report) (evidence link)

D1.4.2

Industry Interaction Activities (Max 5 marks)

Assesses industry-academia interaction — MoUs, guest lectures, expert engagement.

Number of industry interaction activities organized/coordinated

Number of industry collaborations/MoUs facilitated or actively supported

Number of external industry experts/professionals engaged

MoU/guest lecture/activity evidence (evidence link)

D1.4.3

Placement Support (Max 5 marks)

Assesses employability contribution through placement/interview preparation.

Number of placement support initiatives conducted

Number of students benefited through the initiatives

Number of students successfully completing placement readiness programmes

Placement training evidence (evidence link)

D1.4.4

Certification-Oriented Training Initiatives (Max 10 marks)

Assesses aptitude/technical training and certification guidance contribution.

Number of certification-oriented training initiatives conducted

Number of students benefited through the initiatives

Number of students successfully completing certification programmes

Certification training evidence (evidence link)

D1.4.5

Student Innovation/Startup Support (Max 15 marks)

Assesses contribution to innovation culture, incubation, entrepreneurship and startup activities.

Number of student innovation/startup initiatives mentored/supported

Number of student teams/projects achieving innovation outcomes (prototype, patent, startup, funding, award, etc.)

Number of innovation/startup ecosystem activities facilitated (hackathons, ideathons, incubation support, etc.)

Innovation/startup support evidence (evidence link)

DOMAIN 2 — Research & Innovation

350 MARKS

D2.1 — Research Publications & Citation Impact (150 marks)

D2.1.1

Scopus/WoS-Indexed Journal Publications (Max 80 marks)

Assesses peer-reviewed journal publication output indexed in Scopus/Web of Science. To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

For each entry (repeatable):

- DOI of the publication

- Author name exactly as it appears in the publication

- Other name variations you publish under (optional, improves matching)

D2.1.2

Citation Impact (Scopus/GS/WoS) (Max 20 marks)

Assesses scholarly influence through citation counts, normalized across databases. Self-reported — Crossref cannot reliably provide per-database citation counts, so this is not automated.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Web of Science researcher profile link (evidence link)

Web of Science total citation count

Scopus author profile link (evidence link)

Scopus total citation count

Google Scholar profile link (evidence link)

Google Scholar total citation count

D2.1.3 h-index / Scholarly Metrics (Max 20 marks)

Assesses sustained scholarly contribution through h-index across databases. Self-reported — Crossref cannot reliably provide per-database h-index, so this is not automated.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Web of Science researcher profile link (evidence link)

Web of Science h-index

Scopus author profile link (evidence link)

Scopus h-index

Google Scholar profile link (evidence link)

Google Scholar h-index

D2.1.4

Books / Book Chapters / Edited Volumes (Max 10 marks)

Assesses scholarly knowledge dissemination through books, chapters, and edited volumes.
To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Number of authored books published

Number of published book chapters

Number of edited books/volumes published

D2.1.5

International/National Conference Publications & Presentations (Max 20 marks)

Assesses conference paper publication/presentation contributions.
To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Number of national conferences presented

Number of international conferences presented, hosted in India

Number of international conferences hosted outside India — virtual participation

Number of international conferences hosted outside India — physical participation

D2.2 — Funded Projects, Consultancy & Grants (100 marks)

D2.2.1

Funded Research Projects Sanctioned (Max 50 marks)

Assesses capability in securing funded research projects (PI or Co-PI, equal weight).

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Number of Central Government funded projects sanctioned

Number of State Government funded projects sanctioned

Number of NGO funded projects sanctioned

Number of institution funded projects sanctioned

Number of industry funded research projects sanctioned (excl. consultancy)

D2.2.2

Total Research Grant Amount Secured (Max 10 marks)

Assesses research funding strength via total sanctioned grant value (PI or Co-PI, equal weight).

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Central Government grant amount (■ Lakhs)

State Government grant amount (■ Lakhs)

NGO grant amount (■ Lakhs)

Institution grant amount (■ Lakhs)

Number of Industry-funded research grants (■ Lakhs)

D2.2.3

Consultancy Projects Completed (Max 20 marks)

Assesses completed consultancy engagement (Principal or Co-Consultant, equal weight).

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Number of industry consultancy projects completed

Number of government/non-govt. consultancy projects completed

Total consultancy revenue generated (■ Lakhs)

Consultancy agreement / completion letter evidence (evidence link)

D2.2.4

PhD/PG Guided, Labs/Facilities Established (Max 20 marks)

*Assesses contribution to research ecosystem via doctoral/PG guidance and facility development.
To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).*

Number of PhD candidates guided/completed

Number of pG dissertations/theses supervised

Number of major research labs/centers established

Number of significant research facility/equipment upgrades

Number of minor research infrastructure enhancements

Supporting record evidence (evidence link)

D2.3 — Patents, Innovation & Technology Development (80 marks)

D2.3.1

Patents Published (Utility Only) (Max 20 marks)

Assesses IP creation through published utility patent applications.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Number of Indian utility patent applications published

Number of international utility patent applications published

Publication/application numbers (comma-separated)

Patent application proof evidence (evidence link)

D2.3.2

Patents Granted (Utility Only) (Max 20 marks)

Assesses IP generation through granted utility patents.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Number of indian utility patents granted

Number of international utility patents granted

Grant numbers (comma-separated)

Grant certificate evidence (evidence link)

D2.3.3

Patent Commercialization / Technology Transfer (Max 20 marks)

Assesses translation of research/innovation into practical application.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Number of patented technologies commercialized/licensed

Number of technologies transferred/adopted by industry or government

Revenue generated through commercialization/licensing/transfer (■ Lakhs)

Licensing/technology-transfer agreement evidence (evidence link)

D2.3.4

Startup/Entrepreneurship/Incubation Establishment (Max 20 marks)

Assesses entrepreneurship, startup founding, and incubation contribution.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Number of startups founded/co-founded

Number of startups established via a recognized incubation centre

Number of startups successfully incubated/graduated/funded/operational

Incubation/registration record evidence (evidence link)

D2.4 — Professional Recognition & Academic Engagement (20 marks)

D2.4.1

FDPs / Certifications Completed (Max 2 marks)

Assesses continuous professional development via FDPs and certifications.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Number of FDPs/training programmes completed (<30 hours)

Number of FDPs/training programmes completed (≥ 30 hours)

Number of professional/industry-recognized certifications completed

Certificate evidence (evidence link)

D2.4.2

Editorial Board / Reviewer Roles (Max 5 marks)

Assesses contribution to scholarly publishing quality assurance.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Number of editorial positions held (Editor/Assoc./Section/Guest Editor/Board Member)

Number of journals/conferences served as reviewer for

Number of verified peer reviews completed

Appointment letter / reviewer record evidence (evidence link)

D2.4.3

Membership in Professional Bodies (Max 2 marks)

Assesses engagement with recognized professional societies and academic organizations.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Number of active professional memberships held

Number of senior Member-grade memberships held

Number of fellow-grade memberships held

Membership certificate evidence (evidence link)

D2.4.4

Awards and Recognitions Received (Max 5 marks)

Assesses external recognition of excellence received.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Number of institutional-level awards/recognitions received

Number of State/National-level awards/recognitions received

Number of international-level awards/recognitions received

Award certificate evidence (evidence link)

D2.4.5

Invited Talks / Keynote Lectures (Max 3 marks)

Assesses recognition as a subject expert through invited/keynote lectures.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Number of institutional-level invited talks/lectures

Number of State/National-level keynote or invited talks

Number of international-level keynote or invited talks

Invitation letter / programme brochure evidence (evidence link)

D2.4.6

International Academic Engagement / Visiting Faculty / Post-Doc (Max 3 marks)

Assesses global academic engagement through visiting appointments and international activity.

To be completed once per applicable Assessment Year (current AY, AY-1, AY-2, as eligible).

Number of international academic engagements completed virtually

Number of international academic engagements completed via physical visit

Number of visiting faculty/researcher/academic exchange/post-doc appointments completed

Official invitation/appointment evidence (evidence link)

DOMAIN 3 — Academic Contribution & Leadership

100 MARKS

D3.1 — Curriculum Development & Academic Design (40 marks)

D3.1.1

Academic Regulation, Curriculum Governance & Programme Structuring

Contribution (Max 8 marks)

Assesses contribution to institutional academic governance — regulations, curriculum frameworks, programme structuring — during the assessment period.

Number of such activities where you served as Lead/Chairperson/Coordinator

Number of such activities where you served as a Core Committee Member

Number of such activities where you served as a Member/Contributor

Committee order / approved document / minutes evidence (evidence link)

Eligible examples: Academic Regulation Revision Committee; Curriculum Framework Development Committee; Academic Council Sub-Committee; Board of Studies Academic Governance Activities; NEP Implementation Committee; Credit Structure Revision Committee...

Typical evidence: Academic Council/BoS minutes, committee orders, approved regulations, programme revision documents

D3.1.2

Academic Programme & Course Development (Max 12 marks)

Assesses contribution to development of new courses, programmes, and learning pathways during the assessment period.

Number of new programmes/minors/honours/certificate programmes developed as Lead/Coordinator

Number of new courses/electives developed as Lead Developer

Number of such courses/programmes contributed to as Core Member or Contributor

Approval order / syllabus / programme document evidence (evidence link)

Eligible examples: New elective course development; Value-added course development; Certificate programme creation; Minor programme development; Honours programme development; Emerging technology course development...

Typical evidence: Approval order, syllabus document, programme proposal, Academic Council/BoS approval record

D3.1.3

Development of Academic Resources, MOOCs & E-Content (Max 20 marks)

Assesses development of MOOCs, e-content, and other reusable academic learning resources during the assessment period.

Number of MOOCs/online courses/structured digital learning modules developed as Lead Developer/Instructor

Number of academic resources (manuals, virtual labs, video series, OER, e-content, etc.) developed as Lead Developer

Number of such resources where you served as Co-Developer or Contributor

Resource/hosting/repository link evidence (evidence link)

Eligible examples: SWAYAM course development; NPTEL instructor content creation; MOOCs; Digital learning modules; Virtual laboratory development; Laboratory manuals...

Typical evidence: Resource links, LMS records, MOOC links, repository records, publication/hosting records

D3.2 — Institutional Responsibilities & Leadership (30 marks)

D3.2.1

Leadership & Administrative Responsibilities Held (Max 5 marks)

Assesses formally assigned leadership/administrative responsibilities held during the assessment period.

Number of institution-level leadership positions held (Principal, Dean, Director, COE, IQAC Coordinator, etc.)

Number of department/centre-level leadership positions held (HoD, Centre/Programme Coordinator, etc.)

Cumulative duration (in months) these positions were held

Appointment order / official notification evidence (evidence link)

Eligible examples: Institution-level: Principal, Vice Principal, Dean, Director, Controller of Examinations, IQAC Coordinator, Chief Warden, Research Director; Department/Centre-level: HoD, Programme Coordinator, Centre Coordinator, Research Coordinator, Placement Coordinator, Academic Coordinator

Typical evidence: Appointment orders, official notifications, institutional circulars

D3.2.2

Institutional Committees, Events & Operational Responsibilities (Max 15 marks)

Assesses committee coordination, event management, and operational responsibilities during the assessment period.

Number of committees/events/responsibilities where you served as
Chairperson/Coordinator/Convener

Number of committees/events/responsibilities where you served as Member Secretary/Joint
Coordinator/Core Member

Number of committees/events/responsibilities where you served as Member/Supporting Contributor

Committee order / event order / official assignment evidence (evidence link)

Eligible examples: Committees: Admission, Examination, Anti-Ragging, Discipline, Library, Hostel, Student Welfare, Grievance Redressal; Events: Convocation, Orientation Programme, Open House, Academic Festivals, Institutional Conferences; Operational: Examination/Admission/Timetable Coordination, Student Activity Coordination, Institutional Service Assignments

Typical evidence: Committee orders, event orders, responsibility assignments, reports, official records

D3.2.3

Contribution to Institutional Transformation Initiatives (Max 10 marks)

Assesses contribution to major institutional transformation/modernization initiatives during the assessment period.

Number of institutional transformation initiatives where you served as Lead/Project Coordinator

Number of institutional transformation initiatives where you served as Core Team Member

Number of institutional transformation initiatives where you contributed as Member/Supporting Contributor

Project order / implementation report evidence (evidence link)

Eligible examples: Academic: process automation, curriculum management system, outcome assessment system, academic ERP implementation; Research & Innovation: research promotion initiatives, innovation/incubation ecosystem development, research information management systems; Institutional: digital campus initiatives, new centre/cell establishment, student success improvement initiatives, strategic development projects; Strong claim examples: ERP implementation across the institution, establishment of a new research centre, institution-wide automation initiatives

Typical evidence: Official assignment orders, project reports, implementation records, institutional notifications

D3.3 — Accreditation, Quality & Academic Governance Contribution (30 marks)

D3.3.1

Contribution to Accreditation, Rankings & Quality Assurance Activities (Max

7 marks)

Assesses contribution to NAAC/NBA/NIRF/IQAC and other accreditation, ranking, and quality-assurance activities during the assessment period.

Number of such activities where you served as Institutional Coordinator/Criterion Lead/SAR-SSR Lead or equivalent

Number of such activities where you served as Core Team Member

Number of such activities where you contributed as Member/Supporting Contributor

Official assignment / committee order evidence (evidence link)

Eligible examples: Accreditation: NAAC, NBA, ABET, AACSB, international accreditation exercises; Rankings: NIRF, QS, Times Higher Education (THE), subject-specific rankings; Quality Assurance: IQAC initiatives, academic/administrative audits, internal quality reviews, benchmarking exercises; e.g. NAAC Criterion Coordinator, NBA SAR Preparation Team, NIRF Data Submission Coordinator, IQAC Academic Audit Team, QS/THE Ranking Team Member — all eligible here

Typical evidence: Official assignment orders, committee orders, accreditation/ranking reports, institutional records

D3.3.2

Participation in Academic Governance Bodies of Other Institutions (Max 15 marks)

Assesses participation in academic governance bodies of OTHER institutions/universities during the assessment period (not your own institution).

Number of appointments to university-level governing bodies of other institutions (Academic Council, Senate, etc.)

Number of appointments as Board of Studies Chairman / Research Board Member of other institutions

Number of appointments as Board of Studies Member / Academic Committee Member of other institutions

Number of meetings attended across these bodies during the assessment period

Evidence for the highest-level academic governance role claimed (evidence link)

Eligible examples: University-level: Academic Council Member, Senate Member, Faculty Board Member, Research Board Member (of another institution); Curriculum governance: Board of Studies Member/Chairman, Curriculum Review Committee

Member (external); Research governance: Doctoral Committee Member, Research Advisory Board Member, University Research Committee Member (external); e.g. — External BoS Member of another autonomous college: Yes. Academic Council Member of another university: Yes. Senate Member of a university: Yes. Doctoral Committee Member (external university): Yes.

Typical evidence: Appointment letters, meeting invitations, BoS minutes, Academic Council records, official nomination orders

D3.3.3

Policy Development & Institutional Documentation Support (Max 8 marks)

Assesses contribution to institutional policy, governance framework, and strategic documentation during the assessment period.

Number of institutional policies/regulations/governance frameworks developed as Lead Author/Coordinator

Number of institutional manuals/strategic documents/SSR/SAR/AQAR reports developed as Lead Author/Coordinator

Number of such documents where you contributed as Core Team Member or Contributor

Approved policy document / submission record evidence (evidence link)

Eligible examples: Policy development: Research Policy, Consultancy Policy, IPR Policy, HR Policy, Examination Policy, Academic Integrity Policy, Innovation & Startup Policy; Institutional documentation: SSR, SAR, AQAR, Strategic Plan, Perspective Plan, Institutional Quality Manual, Academic Manual, Process Manuals, Governance Handbooks; Governance frameworks: Academic Regulations Framework, Quality Assurance Frameworks, Institutional SOPs, Compliance Frameworks; Strong claim examples: Lead author of Research Policy, Coordinator for Institutional Strategic Plan, Lead contributor for AQAR preparation, Lead author of IPR Policy

Typical evidence: Approved policy documents, institutional manuals, official reports, committee orders, approval records

DOMAIN 4 — Professionalism & Social Responsibility

100 MARKS

D4.1 — Professionalism, Inclusivity & Student Wellbeing (35 marks)

D4.1.1

RKIP Faculty Integrity & Compliance Declaration (Max 10 marks)

A mandatory compliance and integrity declaration — not an activity claim. Answer honestly. A past issue does not automatically cost you these marks: if you disclose one, you can still earn full marks by declaring your current professional standing below.

Have you been subjected to any proven disciplinary action by your institution during the assessment period?

■ Yes ■ No

Have you been found guilty of proven plagiarism, research misconduct, or publication malpractice during the assessment period? ■ Yes ■ No

Have you been subjected to any proven examination malpractice, academic fraud, or serious violation of institutional regulations during the assessment period? ■ Yes ■ No

Do you declare that the information submitted in this application is true and accurate to the best of your knowledge?

■ Yes ■ No

Since you disclosed a past issue above, please declare your current professional standing (e.g. confirm there are no ongoing proceedings and describe how you have since maintained ethical/professional

conduct) (shown conditionally, based on an earlier answer)

D4.1.2

Student Support, Counselling & Wellbeing Activities (Max 10 marks)

Recognizes support, guidance, counselling, or wellbeing assistance to students BEYOND your formally assigned mentees, research scholars, project students, or course responsibilities.

Number of student support/counselling/wellbeing activities conducted for students beyond your officially assigned mentees, scholars, or course responsibilities

Number of institution-level student welfare/counselling/wellbeing initiatives you coordinated or actively supported

Evidence of the most significant student support or wellbeing activity claimed (evidence link)

Eligible examples: Counselling students from other departments; Supporting students not formally assigned as mentees; Career guidance to institution-wide student groups; Assisting students facing academic/personal/financial/adjustment challenges; Supporting first-year students during transition programmes; Serving as a student welfare volunteer...

Typical evidence: Programme report, attendance record, circular, activity certificate, appointment order

D4.1.3

Responsible Academic & Research Practices (Max 15 marks)

Assesses contribution to academic integrity, research ethics, plagiarism prevention, and responsible AI use during the assessment period.

Number of academic integrity/research ethics/plagiarism/responsible-AI awareness programmes organized or delivered

Number of institutional responsibilities held related to academic/examination integrity, ethics review, or plagiarism screening

Evidence for the most significant activity claimed (evidence link)

Eligible examples: Academic integrity: plagiarism awareness workshops, academic integrity training, responsible-AI-use workshops, research ethics awareness programmes; Institutional responsibilities: Research Ethics Committee member, Ethics Review Board member, Academic Integrity Committee member, examination malpractice prevention committee, plagiarism screening coordinator; Compliance promotion: development of integrity guidelines, awareness campaigns, faculty/student training on ethical practices

Typical evidence: Plagiarism reports, ethics approvals, examination-related assignments, awareness programme records, policy implementation records

D4.2 — Community Engagement, Sustainability & Social Impact (65 marks)

D4.2.1

Participation in Outreach, Community Engagement, NSS, NCC & Social Service Activities (Max 35 marks)

Assesses community engagement, outreach, NSS/NCC, and social service contribution beyond regular academic responsibilities.

Number of outreach/NSS/NCC/social service activities where you served as Coordinator/Programme Officer/Lead

Number of such activities where you actively participated

Evidence for the most significant outreach/community engagement activity claimed (evidence link)

Eligible examples: NSS & NCC: NSS Special Camps, NSS Regular Activities, NCC Camps, NCC Community Programmes; Community outreach: village adoption activities, school outreach programmes, community awareness campaigns, public education programmes; Social service: blood donation camps, health awareness programmes, environmental awareness campaigns, disaster relief activities; Skill/knowledge transfer: digital literacy programmes, skill development workshops, career guidance for school students; e.g. NSS Special Camp Coordinator, NCC Community Service Programme, Village

Adoption Activity, Digital Literacy Camp for Public — all Yes

Typical evidence: Programme reports, participation certificates, activity brochures, official orders, photographs, beneficiary records

D4.2.2

Contribution to Sustainability & Green Campus Initiatives (Max 15 marks)

Assesses contribution to environmental sustainability, resource conservation, and green campus development.

Number of sustainability/green campus initiatives where you served as Coordinator/Lead

Number of sustainability/green campus initiatives where you actively participated

Evidence for the most significant sustainability/green campus initiative claimed (evidence link)

Eligible examples: Green campus: plastic-free campus campaigns, campus greening programmes, green audit activities, environmental awareness programmes; Resource conservation: water/energy conservation, waste reduction, recycling campaigns; Environmental: tree plantation drives, biodiversity conservation, renewable energy awareness; e.g. Green

Campus Coordinator, Green Audit Team Member, Tree Plantation Programme Lead, Plastic-Free Campus Initiative, Water Conservation Campaign — all Yes

Typical evidence: Activity reports, implementation records, certificates, official orders, project reports, audit records

D4.2.3

Community Development Projects & Social Impact Initiatives (Max 15 marks)

Assesses community development, capacity building, and social impact initiatives that create measurable benefits beyond campus.

Number of community development/social impact projects where you served as Project Lead/Coordinator

Number of such projects where you served as a Project Team Member

Approximate total external beneficiaries directly reached through the above initiatives

Evidence for the most significant community development/social impact initiative claimed (evidence link)

Eligible examples: Community development: village development projects, school improvement programmes, community infrastructure support, rural technology deployment; Capacity building: public skill development, digital/financial literacy campaigns, entrepreneurship awareness; Social impact: women empowerment, youth development, community wellbeing, health awareness campaigns; Technology transfer: appropriate technology deployment for community use, low-cost engineering solutions for local problems

Typical evidence: Project reports, beneficiary records, official certificates, implementation reports, institutional records

DOMAIN 5 — Digital & Future Readiness

100 MARKS

D5.1 — Digital Teaching, AI Integration & Learning Analytics (65 marks)

D5.1.1

Use of AI Tools in Teaching-Learning Practices (Max 40 marks)

Assesses meaningful integration of AI tools (ChatGPT, Copilot, Gemini, NotebookLM, Claude, etc.) into teaching-learning during the assessment period.

Number of courses/subjects where you meaningfully integrated AI tools into teaching-learning

AI-supported teaching-learning activities implemented

■ AI-assisted content preparation ■ AI-assisted lesson planning ■ AI-generated quizzes/assessments ■ AI-supported student assignments ■ AI-assisted feedback generation ■ AI-supported personalized learning activities ■ AI-assisted project guidance ■ AI-powered academic tutoring ■ AI literacy training for students ■ Other

Evidence of your most significant AI-enabled teaching practice (evidence link)

Eligible examples: Content development: AI-assisted lecture notes, AI-generated case studies/learning resources, AI-assisted question banks; Teaching support: AI-assisted lesson planning, AI-supported classroom activities, AI-enhanced student engagement; Assessment & feedback: AI-generated quizzes, AI-assisted rubric preparation, AI-supported formative assessment/feedback systems; Student learning support: AI tutoring activities, AI literacy programmes, AI-supported project mentoring; e.g. Using ChatGPT to create course-specific case studies, AI-generated formative quizzes used in class,

NotebookLM-based student learning activity — all Yes

Typical evidence: AI-generated learning resources, course materials, assessment designs, AI-assisted teaching records, screenshots, LMS records

D5.1.2

Learning Analytics & Data-Driven Student Support (Max 15 marks)

Assesses use of learner/performance/attendance/LMS data to identify student needs and implement targeted support interventions.

Number of courses with documented student performance analysis and corrective academic interventions

Data sources used to support student interventions

■ Internal assessment results ■ End-semester examination performance ■ Attendance analysis ■ LMS analytics ■ Course Outcome (CO) attainment analysis ■ Student engagement metrics ■ Assignment performance analysis ■ Learning behaviour analytics ■ Other

Evidence of a data-driven student support intervention you implemented (evidence link)

Eligible examples: Academic analytics: course result analysis, CO attainment analysis, assessment/question-wise performance analysis; Student monitoring: slow/advanced learner identification, at-risk student identification, attendance-based interventions, progression tracking; Digital analytics: Moodle/Google Classroom analytics, LMS dashboards, online engagement analysis; Academic interventions: remedial coaching, targeted mentoring, evidence-based improvement plans/counselling

Typical evidence: Analytics reports, result analysis reports, slow learner identification records, intervention reports, LMS reports

D5.1.3

Development of Digital Learning Resources using AI (Max 10 marks)

Assesses development/deployment of digital learning resources and online/blended learning environments beyond routine classroom teaching.

Number of courses where you provided structured digital learning resources for student learning

Digital learning resources developed and/or deployed

■ Recorded lecture videos ■ Video demonstrations ■ LMS course modules ■ Interactive learning materials ■ Digital assignments ■ Digital assessment resources ■ Flipped classroom resources ■ MOOCs/SWAYAM/NPTEL integration ■ Digital study materials ■ Self-learning resource repositories ■ Other

Evidence of your most significant digital learning resource or online course delivery contribution
(evidence link)

Eligible examples: Digital content: recorded lecture series, video demonstrations, interactive learning materials, digital study guides; LMS-based teaching: Moodle/Google Classroom/Canvas/Blackboard course delivery, structured LMS modules; Online resources: MOOCs, self-learning modules, digital repositories; Blended learning: flipped classroom implementation, hybrid learning environments

Typical evidence: LMS records, digital learning resources, recorded lectures, course webpages, MOOCs, e-content links

D5.2 — Emerging Technologies, Education 5.0 & Global Readiness (35 marks)

D5.2.1

Use of Virtual Laboratory, Simulation & Digital Experimentation Practices

(Max 20 marks)

Assesses use of virtual laboratories, simulation platforms (MATLAB, ANSYS, COMSOL, etc.), and digital experimentation for student learning.

Number of courses/laboratory subjects where you integrated virtual labs, simulation tools, or digital experimentation platforms

Types of virtual laboratory or simulation practices implemented

■ Virtual laboratory experiments ■ Simulation-based assignments ■ Computational modelling exercises ■ Digital twin activities ■ Virtual prototyping exercises ■ Software-based laboratory sessions ■ Remote laboratory activities ■ Industry-standard simulation platforms ■ Student simulation projects ■ Other

Evidence of your most significant simulation/virtual laboratory/digital experimentation practice (evidence link)

Eligible examples: Virtual laboratories: Virtual Lab (MoE) experiment delivery, remote laboratory implementation, online experimental demonstrations; Simulation platforms:

MATLAB/ANSYS/COMSOL/SolidWorks/Multisim/Proteus/LabVIEW/Aspen Plus/ETAP-based exercises; Digital experimentation: virtual prototyping, digital twin exercises, computational laboratory activities; Student activities: simulation

projects, design optimization exercises, virtual experimentation assignments

Typical evidence: Course records, simulation files, laboratory manuals, screenshots, student activity records, software usage evidence

D5.2.2

Industry 4.0 & Education 5.0 Academic Implementation Initiatives (Max 15 marks)

Assesses implementation (not mere training participation) of AI, Industry 4.0 technologies, and Education 5.0 practices with direct student engagement.

Number of courses/laboratories/student projects/innovation activities/institutional initiatives where you implemented AI, Industry 4.0, or Education 5.0 practices

Technology domains implemented

■ Artificial Intelligence ■ Machine Learning ■ Internet of Things (IoT) ■ Robotics ■ Automation ■ Digital Twin ■ Smart Manufacturing ■ Industrial Data Analytics ■ Cyber-Physical Systems ■ Education 5.0 Practices ■ Other Emerging Technologies

Approximate number of students directly engaged through these implementations

Evidence of your most significant AI/Industry 4.0/Education 5.0 implementation initiative (evidence link)

CODE OF ETHICS AND PROFESSIONAL CONDUCT FOR DRONĀ CERTIFIED TEACHING PROFESSIONALS

The DRONĀ Certification recognizes that certified teaching professionals play a vital role in shaping learners, institutions, professions, and society. The Scheme Owner is committed to maintaining the integrity, credibility, impartiality, and public confidence of the DRONĀ Certification Scheme.

All applicants and certified persons under the DRONĀ Certification Scheme shall uphold the highest standards of professional conduct, academic integrity, ethical behaviour, and social responsibility. Every certified person shall comply with this Code of Ethics in addition to all applicable laws, regulations, institutional policies, and professional requirements.

The personnel involved in the certification scheme and all DRONĀ certified professionals shall abide by the following principles:

1. A certified person shall act with honesty, integrity, impartiality, and professionalism in all academic, research, administrative, and professional activities.
2. A certified person shall perform professional duties independently and objectively without allowing personal interests, relationships, financial considerations, or external influences to compromise professional judgment.
3. A certified person shall maintain and continually improve professional competence through lifelong learning, professional development, scholarly engagement, and reflective practice.
4. A certified person shall provide truthful, accurate, complete, and verifiable information during application, assessment, surveillance, recertification, and any other certification-related activities.
5. A certified person shall uphold the dignity, rights, diversity, and wellbeing of students and shall provide equitable opportunities for learning and development.
6. A certified person shall maintain appropriate professional relationships with students and shall not engage in any activity that exploits, intimidates, harasses, discriminates against, or unfairly influences students.
7. A certified person shall conduct teaching, assessment, mentoring, and academic supervision fairly, transparently, and without bias.
8. A certified person shall protect the confidentiality of student records, institutional information, assessment materials, research data, and any information obtained through professional responsibilities unless disclosure is required by law.
9. A certified person shall respect intellectual property rights and shall acknowledge the work, ideas, contributions, and publications of others appropriately.
10. A certified person shall not engage in plagiarism, data fabrication, data falsification, ghost authorship, academic fraud, examination malpractice, or any form of research misconduct.
11. A certified person shall use digital technologies, artificial intelligence systems, learning analytics, and educational technologies responsibly, ethically, and in accordance with applicable institutional and legal requirements.
12. A certified person shall not submit fraudulent, manipulated, AI-generated, fabricated, or misleading evidence for certification, surveillance, recertification, promotion, research, or academic recognition purposes.

13. A certified person shall avoid actual, potential, or perceived conflicts of interest and shall promptly disclose such conflicts whenever they arise.
14. A certified person shall contribute positively to institutional quality assurance, academic governance, accreditation activities, continuous improvement initiatives, and professional development programmes.
15. A certified person shall promote inclusivity, sustainability, social responsibility, community engagement, and the principles of responsible citizenship.
16. A certified person shall not misuse the DRONĀ certification mark, logo, title, credential, certificate, or any related representation in a manner that could mislead stakeholders or bring disrepute to the certification scheme.
17. A certified person shall make claims regarding certification only within the scope granted by the Personnel Certification Body and shall not imply endorsement beyond the certified scope.
18. A certified person whose certification has expired, been suspended, withdrawn, or revoked shall immediately discontinue all claims relating to DRONĀ certification and cease the use of associated certification marks and credentials.
19. A certified person shall cooperate fully with investigations relating to complaints, appeals, disciplinary actions, surveillance activities, recertification reviews, or ethical concerns initiated by the Personnel Certification Body.
20. A certified person shall promptly report any known misuse of certification, unethical conduct, academic misconduct, fraud, or actions that may compromise the integrity of the DRONĀ Certification Scheme.
21. Any complaint received against a certified person for non-compliance with this Code of Ethics shall be investigated in accordance with the DRONĀ Complaints and Appeals Procedure.
22. Violation of this Code of Ethics may result in warning, corrective action, additional surveillance, suspension, withdrawal, revocation of certification, or any other action deemed appropriate by the Personnel Certification Body.

Declaration

I hereby declare that I have read, understood, and agree to comply with the DRONĀ Code of Ethics and Professional Conduct. I understand that failure to comply with this Code may result in disciplinary action, including suspension or withdrawal of certification.

Signed By

Name

Signature

Date

ANNEXURE – III

STAKEHOLDER CONSULTATION AND SCHEME DEVELOPMENT RECORD

Sl. No.	Stakeholder / Organization	Stakeholder Category	Mode & Date	Major Comments / Suggestions	Action Taken
1	Dr J Ramkumar Dean, IIT, Kanpur	Academic Expert	Online 16-08-2025 24-05-2026	On Awarding Score in Domain 2	Incorporated in Version 0.1
2	Dr N Bhalaji Addl Director, Innovations, SRM University, Chennai	Innovation Incubation and Entrepreneurship	E-mail 30-07-2026	On Scheme Manual – about standards and score for levels	Incorporated in Version 0.3
3	Dr RK Suresh Dean, Sri Eshwar College of Engineering, Coimbatore	Quality Assurance Expert	Offline 24-05-2026	On Indicators and its score allocation	Incorporated in Version 0.1
4	Dr L Venkatesh President – JuzGo Digital & Chairman, Computer Society of India	Professional Body	Online 24-05-2026	On Digital Competency & Future Readiness	Incorporated in Version 0.1
5	Dr S Ramakrishnan Dean-R&D, Dr Mahalingam College, Pollachi	Research and Development Expert	Offline 14-08-2025 24-05-2026	On Domain 2 Indicators and its score allocation	Incorporated in Version 0.1
6	Dr K Karunakaran Dr V Rajendran Dr I Siva Dr G Anusha Dr G Rajarajan Dr AMJ Niyaz Hussain	Framework Development	Offline July 2025 To August 2026	Preparation and Continuous Upgradation of Certification Scheme Manual and Competency Standard	Development of CSM & CS Version 0.1 Version 0.2 Version 0.3
7	Dr S Rajalakshmi Chairperson Nature Science Foundation	NABCB approved Certification Body	Online & Offline Feb 2026 July 2026	Standards, Approvals, Audits to follow	Gained information and knowledge
8	Dr M Chitra Professor, PGP College, Namakkal	Teaching Professional	Offline Aug 2025 Jan 2026 March 2026 June 2026	Need Analysis	Suggestions received for the certification parameters
9	Dr Subramaniam Sarma Associate Professor	Teaching and Research Professional	Offline Aug 2025 Jan 2026 March 2026 June 2026	Need Analysis	Suggestions received for the certification parameters
10	Dr N Raman Principal, Hinduathan Arts and Science College, Erode	NAAC PTV Member & Academic Quality Expert	Offline July 2025 Nov 2025 Dec 2025 March 2026	Need Analysis	Suggestions received for the certification parameters
11	Team Rubrix.ai IIIT-Hyderabad	AI-Integration	Offline & Online Nov 2025 To Aug 2026	Digital Portfolio and AI Integration for Data Verification and Validation	Supported in the Development