2020 CHEA Annual Conference - 2020 CIQG Annual Meeting

Innovative Quality Assessment: Highlights from India

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National Assessment and Accreditation Council (NAAC)
Bengaluru, India

Our Paper Contributions

Mangala: Accreditation and Quality assurance in India in the Next Decade

Amiya Kumar Rath: The Future Development of Quality Assurance in Higher Education: A Self-Assessment Study of India

Different QA Agencies in India

- National Assessment and Accreditation Council (NAAC)- Institutional Accreditation.
- ➤ National Board of Accreditation (NBA) -Program Accreditation.
- ➤ Accreditation Board (AB) Program Accreditation.

Outline

- Genesis of NAAC
- Vision, Mission and Value Framework
- Categories of Higher Education Institutions(HEIs)
- Revised Assessment and Accreditation Framework(RAF)
- Quality Indicator Framework(QIF): Criteria, Key Indicators, Qualitative and Quantitative Metrics, Weightages and Benchmarks for Evaluation
- RAF by NAAC: IIQA, SSR, SSS, DVV, Peer Team Visit, Outcome Based Approach, NAAC Accreditation Outcome Document, Grading System, Appeals
- ➤ International Alignment and Recognition

Genesis of NAAC

- ➤ NAAC is an outcome of National Policy on Education NPE-1986 & Programme of Action POA-1992 Two MHRD-UGC Committees (Prof. Vasant Gowarikar; and Prof. A. Sukumaran Nair).
- Established on 16th September 1994 by the University Grants Commission (UGC) as an autonomous institution.
- > Chairman UGC- President of General Council (GC).
- Eminent academician Chairman,
 Executive Committee (EC).

Vision

"To make quality the defining element of higher education in India through a combination of self and external evaluation, promotion and sustenance initiatives".

NAAC Mission

- ➤ To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programs or projects;
- ➤ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- ➤ To encourage self-evaluation, accountability autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programs; and
- ➤ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Value Framework Guiding Elements for A&A Process

- Contributing to national development.
- Fostering global competencies among students.
- Inculcating value system among students.
- Promoting the use of technology.
- Quest for excellence.

Institutions of Higher Education Diversity and Pluralism

- State Universities
- Private Universities
- Deemed to be Universities
- Central Universities
- **♦ IITs**
- ❖ NITs
- ❖ IIMs
- Institutions of National Importance
- **♦ IISERs & NISERs**
- CSIR Academy

- Constituent Colleges
- Affiliated Colleges
- Government Colleges
- Private Colleges Aided
- Aided Colleges with unaided courses
- Totally unaided Colleges
 /Self financing
- Autonomous Colleges
 - Rural Vs Urban
 - Professional Vs Non-Professional

Indian Higher Education system is extremely complex, diverse and heterogeneous.

Assessment Methodology and Grading System

Periodic re-visitation for revision and revamping of methodology based on stakeholders feedback, National Consultative Meetings and pilot study was undertaken in order to validate the Qualitative and Quantitative Metrics and the benchmark values assigned to each Metrics.

Revised Assessment and Accreditation Framework (RAF)

Revised Assessment and Accreditation (A&A) Framework is launched in July 2017. It represents an explicit paradigm shift making it ICT enabled, objective, transparent. *The Shift is:*

- from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency.
- towards extensive use of ICT and its integration on evaluation.
- in terms of simplification of the process, drastic reduction in number of questions, size of the report, visit days, and so on.
- in terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other International Quality Indicators.

Revised Assessment and Accreditation Framework

- introducing pre-qualifier for peer team visit, as 25% of system generated score on quantitative metrics.
- introducing *System Generated Scores* (SGS) with combination of online evaluation and peer judgement in respective HEI types (Univ-73.6%, 26.4%),(Auto-67.8%, 32.2%), (Aff PG 67 %, 33%, Aff UG 66.5 %, 33.5%)
- in introducing the element of third party validation {Data Validation and Verification (DVV)} of data.
- in providing appropriate differences in the metrics, weightages and benchmarks to Universities, Autonomous Colleges and Affiliated/Constituent Colleges.
- in revising several metrics to bring in enhanced participation of students and alumni in the assessment process.

Comparison of Pre-revised and Revised Framework by NAAC

S.No	Pre-Revised Process	Revised Process
1	Accreditation Process - outcome	Data based quantitative indicator
	based on Peer judgment	evaluation with combination of peer
		judgment
2	No pre-qualifiers for Peer Team	Pre-qualifiers for Peer Team Visit :
	Visit: Visit takes place for all HEIs	Institution needs to score at least 25% of
	after SSR submission	the quantitative (system generated)
		score.
3	Interaction with students - onsite	Online student satisfaction survey
4	Onsite data verification by	Data verification and validation by
,	academic peers	External Agency
5	No explicit penalty provisions	Appropriate Penalty Provisions for
		institutions submitting fraudulent data/
		information.
6	Manual Selection of peer team	System enabled selection of peer teams
		for onsite visit
7	Logistics arrangement done by	Integration of logistics through External
	Institutions themselves (Team	Agency. Total confidentiality till three
	constitution known quite earlier)	working days before visit date.

The seven Criteria to serve as basis for assessment of HEIs are

- Curricular Aspects
- 2. Teaching-Learning and Evaluation
- 3. Research, Innovations and Extension
- 4. Infrastructure and Learning Resources
- 5. Student Support and Progression
- 6. Governance, Leadership and Management
- 7. Institutional Values and Best Practices

Under each Criteria a few Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics.

Key Indicators - Newly Introduced

- 1. Student Satisfaction Survey
- 2. Innovation Ecosystem
- 3. Alumni Engagement
- 4. Institutional Values and Social Responsibilities
- 5. Institutional Distinctiveness

Distribution of Metrics and Key Indicators across Criteria

Type of HEIs2	Universities	Autonomous Colleges	Affiliated/Constituent Colleges		
			UG	PG	
Criteria	7	7	7	7	
Key Indicat <mark>ors (KIs)</mark>	34	34	31	32	
Qualitative Metrics (Q _I M)	36	35	35	36	
Quantitative Metrics (Q _n M)	79	72	58	60	
Total Metrics (Q _l M + Q _n M)	115	107	93	96	

Criteria and Key Indicators with its Weightages

Criteria	Key Indicators (KIs)	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges	
			-	UG	PG
1. Curricular Aspects	1.1 *(U)Curriculum Design and	50	50	NA	NA NA
	Development 1.1. *(A) Curricular Planning and Implementation	NA	NA	20	20
▼ V	1.2 Academic Flexibility	50	40	30	30
	1.3 Curriculum Enrichment	30	40	30	30
	1.4 Feedback System	20	20	20	20
40	Total	150	150	100	100
2. Teaching - Learning and Evaluation	2.1 Student Enrolment and Profile	10	20	40	40
and Evaluation	2.2 Catering to Student Diversity	20	30	50	50
	2.3 Teaching-Learning Process	20	50	50	50
	2.4 Teacher Profile and Quality	50	50	6о	60
	2.5 Evaluation Process and Reforms	40	50	30	30
	2.6 Student Performance and Learning Outcomes	30	50 NCR	60	60
	2.7 Student satisfaction Survey	30	50	60	6o
Cal	Total	200	300	350	350

Criteria and Key Indicators with its Weightages... Contd

			Autonomous	Affilia	ted/
Criteria	Key Indicators (KIs)	Universities	Colleges	Constituent	
				Colle	ges
				UG	PG
3. Research, Innovations	3.1 Promotion of Research	20	20	NA	NA
and Extension	and Facilities		- 1		
	3.2 Resource Mobilization for	20	10	15	15
	Research				
4	3.3 Innovation Ecosystem	30	10	NA	10
	3.4 Research Publications	100	30	15	25
	and Awards				
	3.5 Consultancy	20	10	NA	NA
7.	3.6 Extension Activities	40	50	6о	50
\ 5	3.7 Collaboration	20	20	20	20
	Total	250	150	110	120
4. Infrastructure and	4.1 Physical Facilities	30	30	30	30
Learning Resources	4.2 Library as a Learning	20	20	20	20
	Resource				
	4.3 IT Infrastructure	30	30	30	30
	4.4 Maintenance of Campus	20	20	20	20
	Infrastructure	TY RELEV	AROE		
	Total	100	100	100	100

Criteria and Key Indicators with its Weightages... Contd

Criteria	Key Indicators (KIs)	Universities	Autonomous Colleges	Affilia Constit Colle UG	uent
- Student Summert and	- Cturd out Cump out		V		
5. Student Support and	5.1 Student Support	30	30	50	50
Progression	5.2 Student Progression	40	30	30	25
50	5.3 Student Participation and Activities	20	30	50	45
	5.4 Alumni Engagement	10	10	10	10
	Total	100	100	140	130
6. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	10	10	10	10
7	6.2 Strategy Development and Deployment	10	10	10	10
\Z	6.3 Faculty Empowerment Strategies	30	30	30	30
	6.4 Financial Management and Resource Mobilization	20	20	20	20
	6.5 Internal Quality Assurance System	30	30	30	30
	Total	100	100	100	100
7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	50	50	50	50
	7.2 Best Practices	30	30	30	30
	7.3 Institutional Distinctiveness	20	20	20	20
	Total	100	100	100	100
	TOTAL SCORE	1000	1000	100	0

Criteria-wise Quantitative & Qualitative Metrics (Q₁M & Q_nM)

Criteria	Univ	ersity		iomou	Affilia	ted PG		ated G
	Q _n M	Q _I M	Q _n M	Q _I M	Q _n M	Q _I M	Q _n M	Q _I M
Curricular Aspects	9	2	9	2	8	3	8	3
Teaching, Learning and Evaluation	13	6	11	7	9	7	9	7
Research, innovation and Extension	25	4	20	3	12	2	10	I
Infrastructure and Learning Resource	9	6	9	5	8	5	8	5
Student Support and Progression	10	2	11	2	11	2	11	2
Governance, Leadership and Management	7	9	6	9	6	10	6	10
Institutional Values and Best Practices	6	7	5	7	6	7	6	7

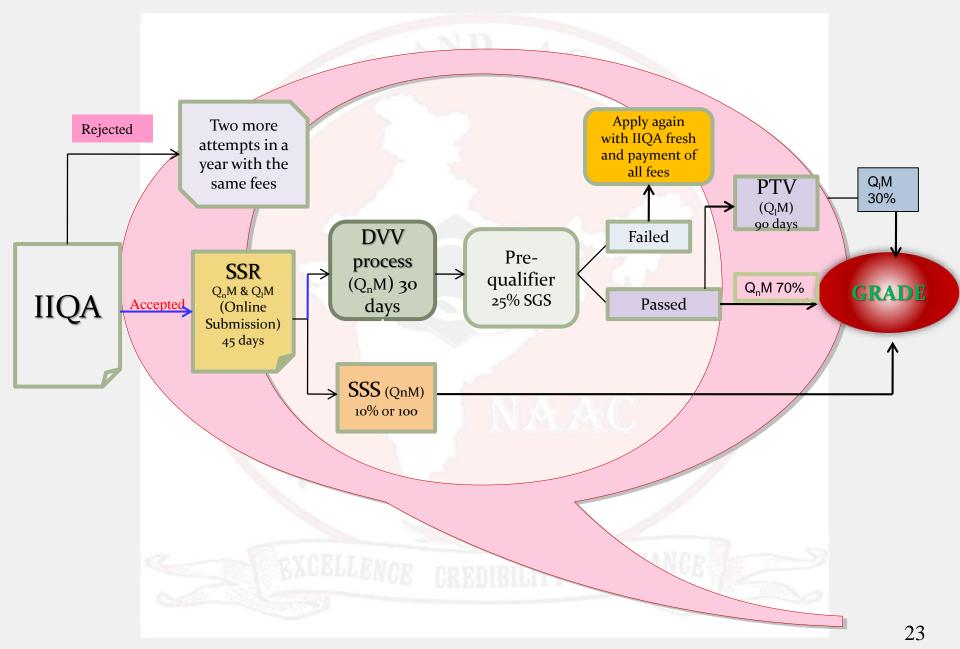
Total of Q_lM and Q_nM with its weightages of all the three institutions

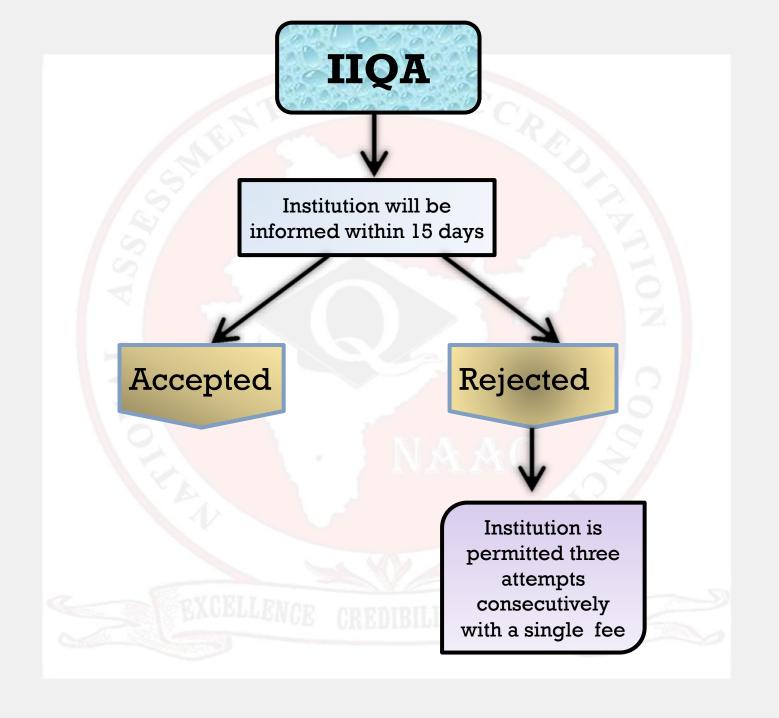
		Q _l M	Q _n M	Total Metrics	Q _l M Weightages	Q_nM Weightages	Total Weightages
Universit	ty	36	79	115	²⁵³ (25%)	747 (75%)	1000
Autonom	nous	35	72	107	302 (30%)	698 (70%)	1000 (100%)
Affiliated/ Constituent Colleges	UG	35	58	93	348 (35%)	652 (65%)	1000
conce	PG	36	60	96	348 (35%)	6 ₅₂ (6 ₅ %)	1000

Preparation before, during and after A & A process: Stages

- Institutional Information for Quality Assessment (IIQA)
- 2. SSR submission (metric data and optional metric selection)
- 3. Data Validation and Verification (DVV)
- 4. Prequalification
- 5. Peer Team Visit
- 6. Assessment outcome

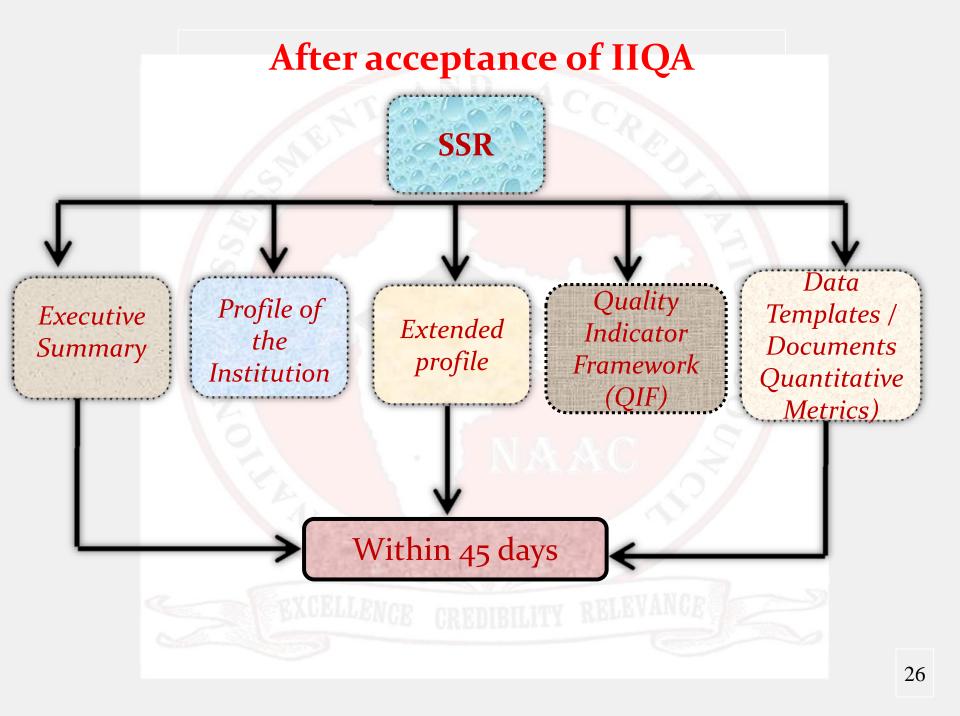
Process of Assessment and Accreditation





Institutional Information for Quality Assessment (IIQA)

- ➤ Eligible HEIs seeking A&A are required to submit IIQA online any time during the year. Duly filled in IIQAs of eligible HEIs will be accepted by NAAC for further processing and others will be rejected.
- ➤ In case of rejection of IIQA applications, specific suggestions would be given to HEIs to facilitate them to resubmit IIQA.
- An institution can reapply twice after the first attempt resulted in rejection. That is, each HEI is permitted three attempts in a year, with a single fee. After this, it will be considered a fresh application with required fees.



Submission of Self Study Report (SSR)

- ➤ The SSR has to be submitted only online.
- > SSR comprises both Qualitative and Quantitative metrics.
- ➤ The SSR has to be uploaded as per the format in portal of NAAC. After submission of SSR on NAAC portal HEI would receive an auto generated link/ID of SSR in their registered email id. The same SSR in pdf format should be then uploaded on institutional website.
- > Standard Operating Procedure (SOP) has made available to facilitate HEIs to go through before preparation of SSR.
- ➤ The data submitted on Quantitative Metrics (Q_nM) will be subjected to validation exercise with the help of Data Validation and Verification (DVV) process done by NAAC. The responses to Qualitative Metrics (Q_lM) will be reviewed by the Peer Team on site only after the institution clears the Prequalifier stage.

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Optional Metrics

In order to facilitate the HEI's NAAC has come out with the concept of Non Applicable Metrics. The provision is made for the HEI's to opt out some of the metrics which may not be applicable to them for various reasons. Following are the rules for opting out non applicable metrics:

- a) Maximum weightage of metrics that can be opted out shouldn't exceed 30 (up to 3%).
- b) Metrics with maximum of total 10 weightage per criteria can only be opted out.
- c) All metrics in Criteria 1, 2 & 7 are essential. None of the metrics in these Criteria can be opted out.
- d) Metrics identified as optional can only be opted out (list of optional metrics are stated in Appendices 3 of Autonomous and Affiliated College Manual).
- e) Qualitative metrics cannot be opted out.

The calculation of Cumulative Grade Point Average (CGPA) of Higher Education Institutions (HEIs) will be done excluding the metrics as opted out with 30 weightage (up to 3%) by the HEIs. This decision is aimed at helping HEIs, as they will not be assessed on metrics not applicable to them. HEIs willing to opt out the non applicable metrics need to exercise the same, prior to final submission of SSR to NAAC.

Quantitative Metrics

- Last five year data
- > Average percentage of last five year data
- Multiple choice question
- Current year data
- Current year data (RATIO)

Quantitative Metrics

Last five year data

1.1.2	Percentage of Programmes where syllabus revision was carried out during the last five years	20
Q_nM		877.83
Cu	1.1.2.1: How many Programmes were revised out of total number of	
	Programmes offered during the last five years	
	1.1.2.2 : Number of all Programmes offered by the institution during the	
	last five years	
	Data Requirement for last five years: (As per Data Template in Section B)	
	Programme Code	
	Names of the Programme revised	
	Formula:	
	Number of Programmes in which	
	syllabus was revised during the last five years	
	Number of Programmes offered by the institution during the last five years	
	File Description (Upload)	
	 Minutes of relevant Academic Council/BOS meeting 	
	Any additional information	
	 Details of Programme syllabus revision in last 5 years (Data Template) 	

Average percentage of last five year data

2.1.2. Q _n M	Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (exclusive of supernumerary seats) 2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years					
	Year					
	Number					
	Numl Total GOI Formula:					
		$Percentage \ per \ year = $				
	Average per	$ecentage = \frac{\sum Percentage per year}{5}$				
		tion: (Upload)				
	-	additional information age percentage of seats filled against seats reserved (Data plate)	ı			

Multiple Choice Question

4.2.2.	The institution has subscription for the following e-resources 7. e-journals	6
Q_nM	8. e-ShodhSindhu	
Qnivi	9. Shodhganga Membership	
	10. e-books	
	11. Databases	
	12. Remote access to e-resources	
	Options:	
	F. Any 4 or more of the above	
	G. Any 3 of the above	
	H. Any 2 of the above	
	I. Any 1 of the above	
	J. None of the above	
	Data Requirement for last five years: (As per Data Template)	
	 Details of membership: 	
	Details of subscription:	
	File Description:	
	 Upload any additional information 	
	 Details of subscriptions like e-journals, e-ShodhSindhu, 	
	Shodhganga Membership , Remote access to library resources,	
	Web interface etc (Data Template)	

Current year data

4.2.4	Percentage per day usage of library by teachers and students (foot	5
Q _n M	falls and login data for online access) (Data for the latest completed academic year)	
	4.2.6.1. Number of teachers and students using library per day over last one year	
	Data Requirement	
	 Upload last page of accession register details 	
	 Method of computing per day usage of library 	
	 Number of users using library through e-access 	
	Number of physical users accessing library	
	Formula:	
	Number of teachers and students using library per day	
	Total number of teachers and students X 100	
	File Description(Upleed)	
	File Description(Upload)	
	Any additional information Details of library and the details and the details and the details are and the details.	
	Details of library usage by teachers and students	

Current year data (RATIO)

2.3.3.	Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year) 2.3.3.1 Number of mentors	15
Q _n M	Number of students assigned to each Mentor	
	Formula: Mentor : Mentee File Description	
	Upload year wise, number of students enrolled and full time teachers on roll.	
	 Circulars pertaining to assigning mentors to mentees 	
	mentor/mentee ratio	

Multiple choice question

4.3.3	Available bandwidth of internet connection in the Institution	8
	(Leased line)	
Q_nM		
	Options: A. ≥1 GBPS B. 500 MBPS - 1 GBPS C. 250 MBPS - 500 MBPS Opt one	
	D. 50 MBPS - 250 MBPS E. <50 MBPS	
	Data Requirements:	
	Available internet bandwidth	
	File Description	
	Upload any additional information	
	Details of available bandwidth of internet connection in the Institution	

Example: Qualitative Metric (Q_lM) and Quantitative Metric (Q_nM)

Key Indicator - 1.3 Curriculum Enrichment (30)

Qualitative/	1.3. Curriculum Enrichment	Benchmark Values				
Quantitative Metrics	(30)	4	3	2	1	О
1.3.1 Q _l M	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum (10)			ION C		
1.3.2 Q _n M	Number of value-added courses imparting transferable and life skills offered during the last five years (10)	≥AA	AA-BB	вв-сс	DD-CC	<dd< td=""></dd<>
1.3.3 Q _n M	Percentage of students enrolled in the courses under 1.3.2 above (5)	≥AA	AABB	ВВ-СС	DD-CC	<dd< td=""></dd<>
1.3.4 Q _n M	Percentage of students undertaking field projects / internships (5)	≥AA	AA-BB	BB-CC	DD-CC	<dd< td=""></dd<>

2.2.1. Q _l M	The institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow learners				
	Upload a description in maximum of 500 words File Description:				
	 Past link for additional Information Upload any additional information 				

2.2.2.	Student- Full time teacher ratio (current year data)					
Q_nM	Data requirement:	10				
	Total number of Students enrolled in the Institution					
	• Total number of full time teachers in the Institution					
	Formula: Students: teachers					
	File Description (Upload)					
	• Institutional data in prescribed format On					
	Any additional information					

Qualitative Metrics

1.1.1 Q ₁ M	regional/global developmental needs with learning objectives			
1.3.1 Q _I M	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum			
	Write description in maximum of 500 words File Description (Upload) • Any additional information	10		
	 Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum 			

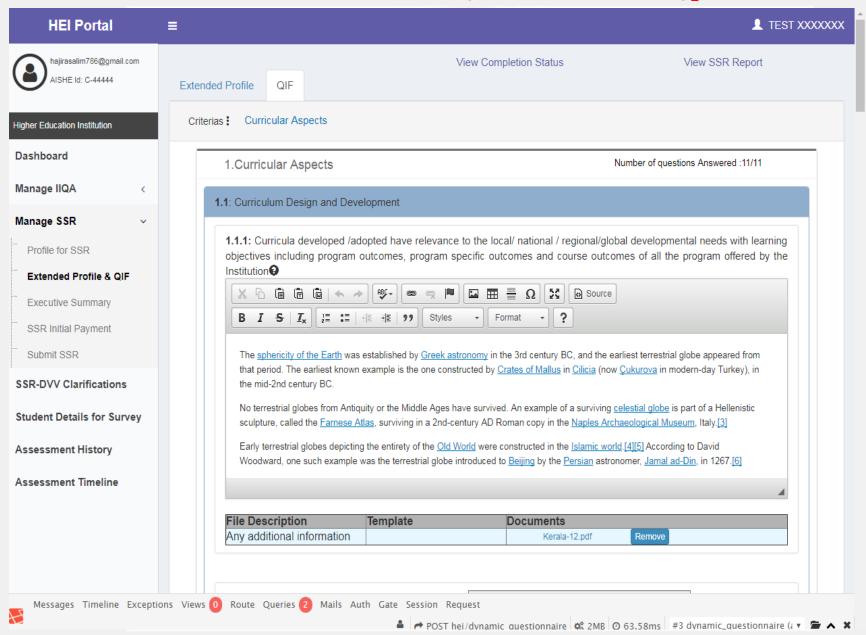
Score calculation

1.3 Curriculum Enrichment : Maximum Weightage (30)

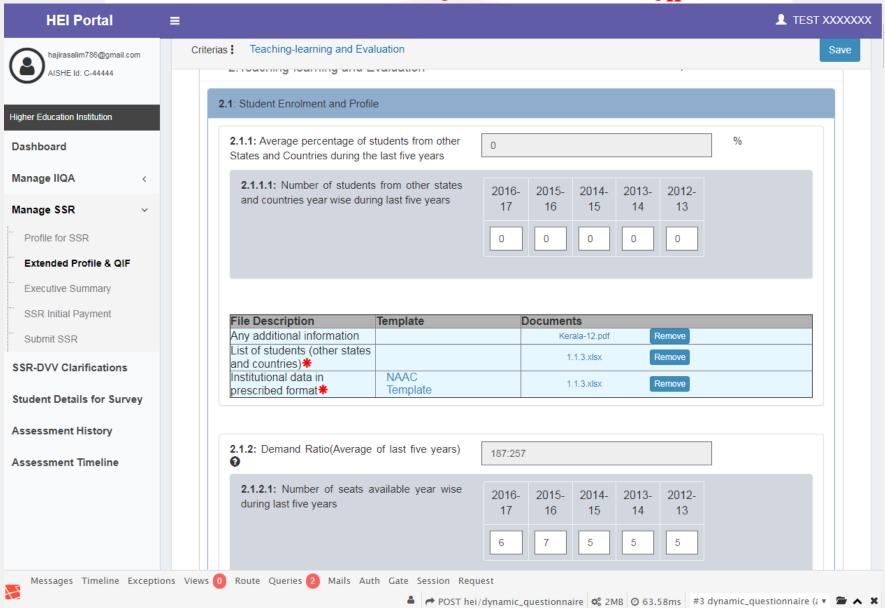
Metrics		Performance of the Institute	Metric-wise		Metric-wise Weightages x Metric-wise Grade Points	l Possible I
1.3.1 Q _I M	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	PR	3	10	30	40
1.00.4	Number of value added courses imparting transferable and life skills offered during the last five years	2	1	15	15	60
1.3.3 Q _n M	Percentage of students undertaking field projects / internships	0	0	5	0	20
	Total			30	45	120

PR – Peer Review

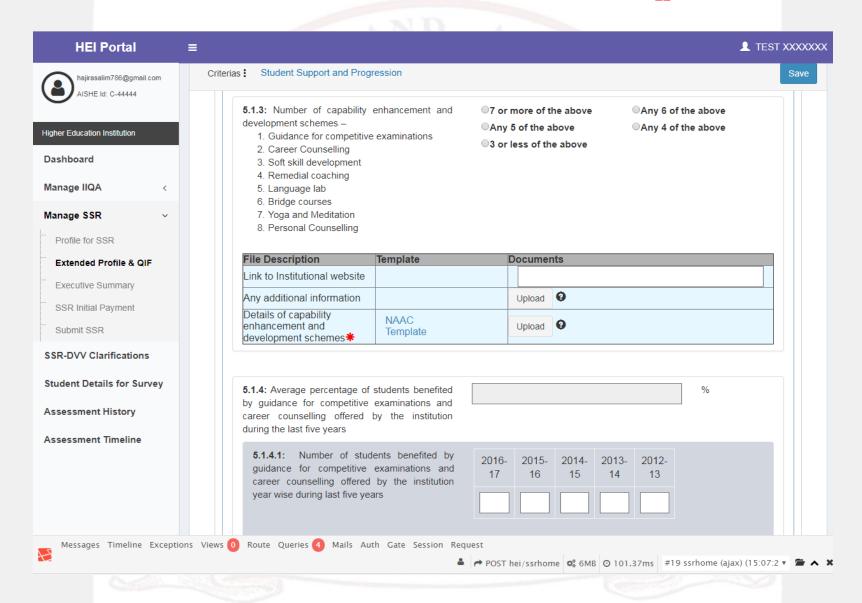
Screenshots of QIF Metric (Q₁M)



Screenshots of QIF Metric (Q_nM)



Screenshots of QIF Metric (Q_nM)



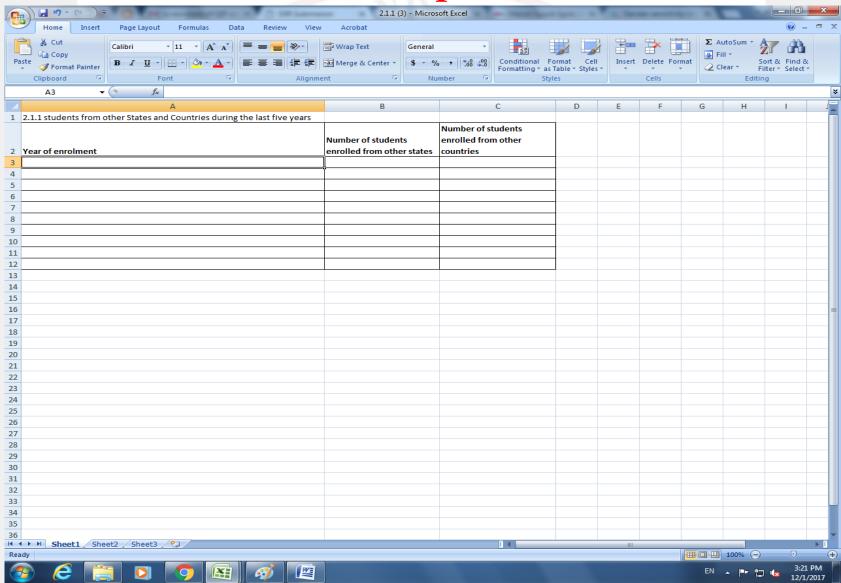
Data Template

I. Curricular Aspects (100)

- I.I Curriculum planning and implementation (20)
- I.I.2 Number of certificate/diploma program introduced during last five years (5)

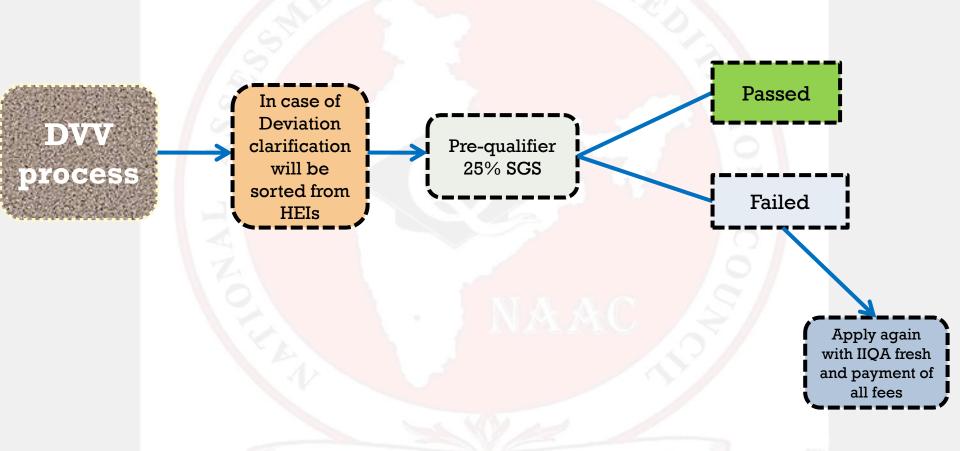
Program code	Program name	Course code	Name of the Certificate/ diploma introduced in last 5 years	Year of introduction
	. 7			
				7
		1 2 1801	MINIO / T	
		NAME OF THE PERSON OF THE PERS		
				550
C	KXCELLE	NCE CREDIRI	TY RELEVANCE	

Data Template



Q_nM of SSR will be sent for DVV process, except SSS

Data Validation & Verification (DVV) Process



**SSS will happen simultaneously with DVV process SGS – System Generated Score

Data Validation & Verification (DVV)

- The Quantitative Metrics (Q_nM) of SSR will be sent for Data Validation and Verification (DVV) Process.
- Identified external agencies as DVV partner to validate the claims made by an institution.
- Helps NAAC to ensure correctness of the data captured during the SSR process. Data sheets for various metrics submitted to NAAC are validated with AISHE, Annual reports, Audited Statements of Accounts, Research Scopus, Web of Science, INFLIBNET.
 Mandatory disclosure website, UGC, MHRD, Universities, State Higher Education Departments, other Regulatory agencies in addition this proof of evidence.
- No on-site visit for validation.
- More amenable to the use of technology data mining and analytics.
- After DVV process, a DVV Deviation report will be generated. On the basis
 of the Deviation report, the A&A process will proceed further as per the
 following conditions:

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Data Validation & Verification (DVV)

- ➤ Institutions found to be providing incorrect information/data for Quantitative metrics, during validation and verification stage will be asked for clarifications.
- ➤ There is a fixed timeline for the entire DVV process. Institutions are supposed to respond within stipulated time given by DVV partner, during DVV clarification stage.
- ➤ On the basis of clarifications submitted by the HEIs, the data will be again sent for DVV Partners.

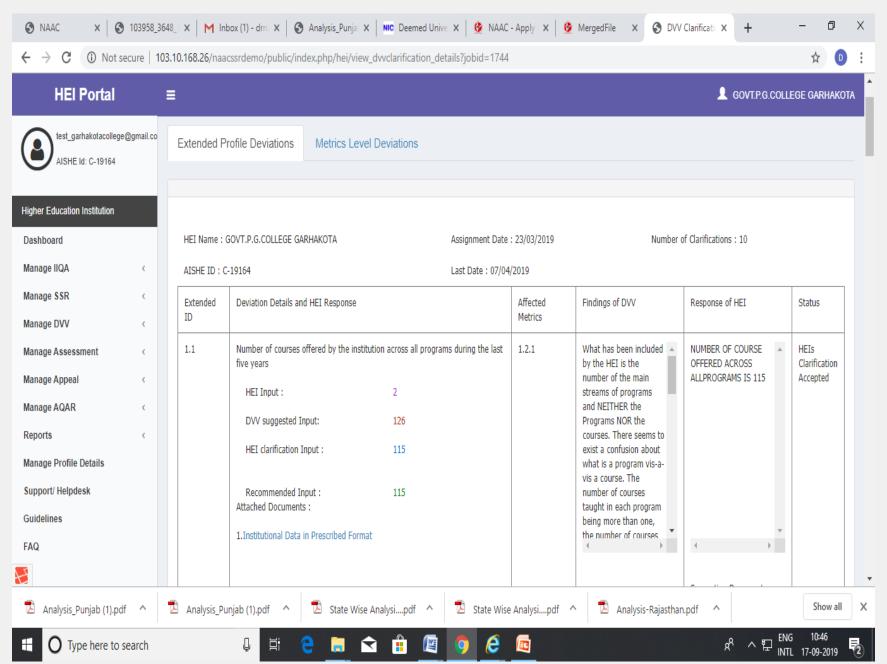
DVV Deviation

After DVV process, a DVV Deviation report will be generated.

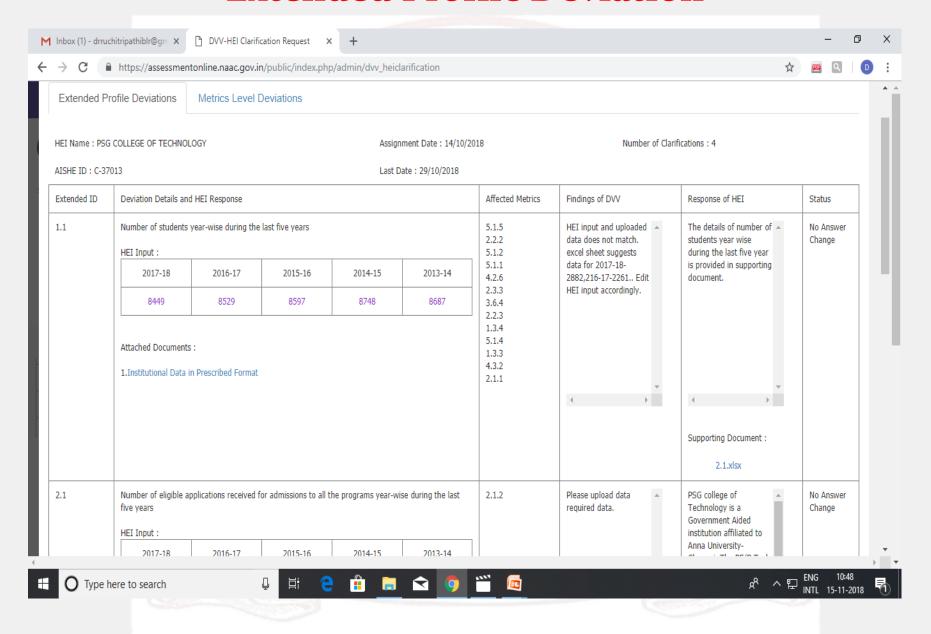
Extended Profile Deviation Metrics Level Deviation

Status of each deviated metric will be classified as follows:

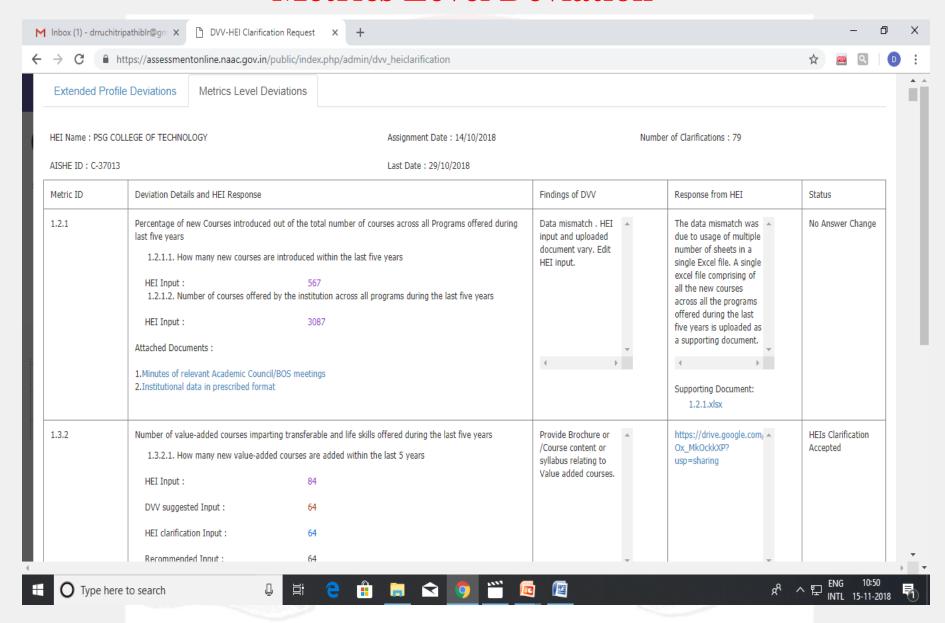
- i. HEI Clarification Accepted
- ii. Changed after Clarification
- iii. DVV Suggestion Recommended
- iv. No Answer Change

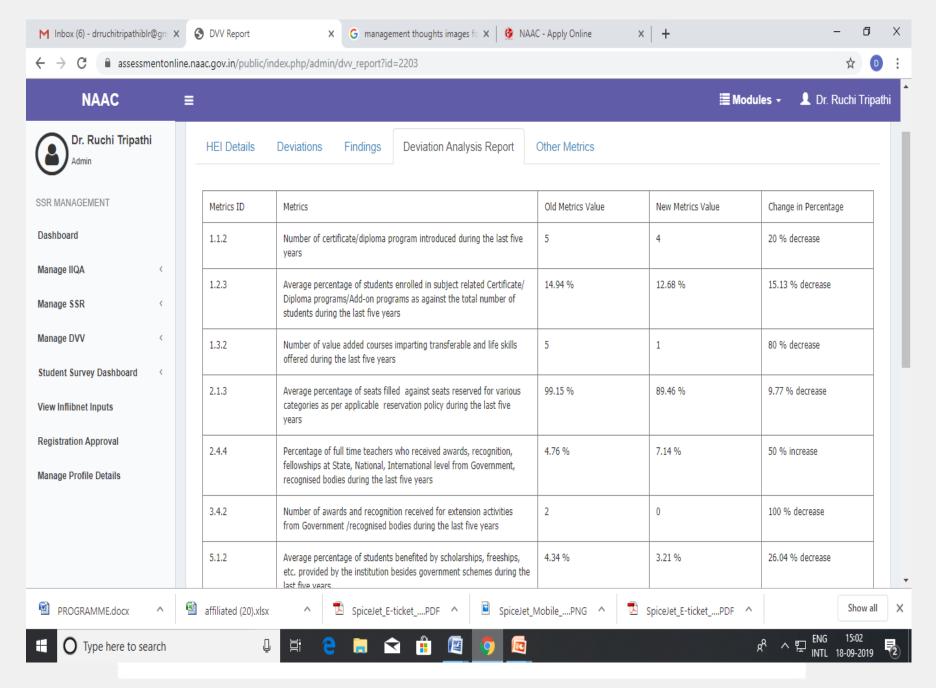


Extended Profile Deviation



Metrics Level Deviation





Standard Operating Procedure for DVV

- ➤ Third Party Validation and Verification Process.
- ➤ HEI provide the supporting documents during the SSR submission to facilitate speedy DVV clarification process.
- ➤ It is mandatory to respond to DVV clarification raised in extended profile and metrics with in stipulated time.
- ➤ It is mandatory to fill the **Data Template**.
- NAAC Portal supports only 5MB data. If size of the document exceeds 5MB, the HEI can host the supporting document(s) on the HEI's website and provide the link of the same in the template and/or in the HEI-DVV clarification response box.

Pre-qualifiers for HEIs

- FIEI that clears the DVV process will proceed for Peer Team Visit with a condition of a Pre-qualifier, that the HEI should score at least 25% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees. Such HEIs are eligible to apply again only after six months from the day of declaration of Pre-qualification status.
- ➤ After the DVV process, NAAC will intimate the HEI, regarding the status of the pre-qualification. Only pre-qualified HEIs will enter the next round of assessment to be done by the Peer Team during their on-site visit. The focus of Peer Team visit will be on the Qualitative Metrics (Q₁M).

Student Satisfaction Survey (SSS)

- ➤ Institutions will have to submit the entire database of students with e-mail/mobile numbers, at the time of filling of online SSR itself.
- The SSS questionnaire (20 objective & 01 subjective) will be e-mailed to all students and the following rule will be applied for processing the responses.
 - For colleges (UG/PG and Autonomous) responses should be received from at least 10% of the student population or 100, whichever is lesser.
 - For Universities 10% of the student population or 500, whichever is lesser.
- ➤ If the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation.
- > SSS will be completed within one month after its initiation.
- > SSS will be conducted simultaneously with DVV process.

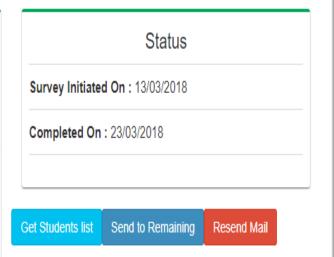
College/University Name: Vivekanand Educattion Society's Institute Of Management Studies And

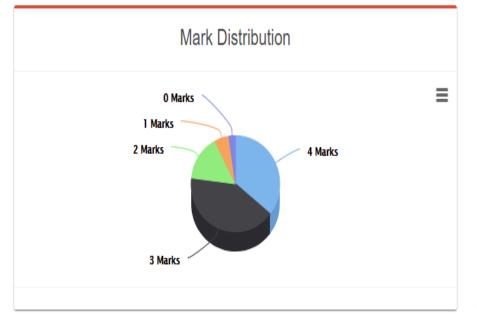
Research AISHE Id: C-33811

SSR Submitted On: 13/10/2017 13:43:00 Total IIQA Count: 478

Total Upload Count: 478 Total Students Selected: 478







Scoring Areas Questions How much of the syllabus was covered in the class? 4.00 How well did the teachers prepare for the classes? 3.00 How well were the teachers able to communicate? 3.00 The teacher's approach to teaching can best be described as

Onsite visit

- Peer Team visit of the institution should not exceed three months after clearance of Pre-qualifier stage.
- Based on the size and scope of academic offerings at the HEIs, the number of days and experts for onsite visit may vary from 2-3 days with 2-5 expert reviewers visiting the institutions.
- The visiting teams' role would be very specific in the revised model limited to Qualitative Metrics (Q₁M). The teams would play an important role in reviewing the intangible aspects.
- NAAC will disclose the details of the Peer Team members only three days before the scheduled PTV dates.
- HEIs will not be responsible for Logistics for the Visiting Teams. NAAC will directly take care of all the logistics regarding the Peer Teams visiting the institutions. All payment towards TA, DA, Honorarium, etc., will be directly paid by NAAC to the nominated members. There would be no financial transactions between the Institution and the Peer Team members.
- The institutions need to add a link in home page of their institutional website for NAAC records/files viz., SSR, Peer Team Report, AQAR, Certificate of NAAC and Accreditation documents etc., for easy access by its stakeholders. The said link should be clearly visible/ highlighted (without password).

Outcome based approach

- Program outcomes, Program Specific Outcomes and course outcomes should be stated and displayed on institutional website.
- Evaluation of Learning outcomes by institute.

Levels of Outcomes

Program Outcomes: POs are statements that describe what the students graduating from a general program should be able to do

Program Specific Outcomes: PSOs are statements that describe what the graduates of a specific general program should be able to do

Course Outcomes: COs are statements that describe what students should be able to do at the end of a course

System Generated Grade of HEIs

INPUT FROM QUALITATIVE METRICS USING PEER JUDGEMENT

(25% to 35%)

INPUT FROM
QUANTITATIVE METRICS
USING COMPUTER
GENERATED SCORE
INCLUDING STUDENT
SATISFCATION SURVEY
(65% to 75%)

GRADE OF HEIs

NAAC Accreditation Outcome Document

- 1 Peer Team Report
- 2 Statistical Analysis of Quantitative Metrics (Q_nM)
- 3 Institutional Grade Sheet

Above three (3) parts would be combined together to form "NAAC Accreditation Outcome" document. It would be made mandatory for HEIs to display it on Institutional website apart from hosting it on NAAC website.

Assessment outcome

PART I (Peer Team Report)

Section 1: Gives the **General Information** of the institution and its context.

Section 2: Gives Criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a qualitative, descriptive assessment report based on the Peer Team's critical analysis presenting strengths and weaknesses of HEI under each Criterion.

Section 3: Presents an **Overall Analysis** which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.

Section 4: Records Recommendations for Quality Enhancement of the Institution (not more than 10 major ones).

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Assessment outcome

PART II This part will be a System Generated Quality Profile of the HEI based on statistical analysis of quantitative indicators in the NAAC's QIF (Quality Indicator Framework). Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

PART III Contains the Institutional Grade Sheet which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by a software.

Quality Profile of Higher Education Institution Statistical Analysis of Quantitative Metrics

- ➤ Quality Profile of Higher Education Institution outcome of the statistical analysis of quantitative score of an institution on the Quality Indicator Framework (QIF).
- System generated score carried out after data validation process.
- Graphs are proposed on the basis of quantitative metrics for an institution

The Revised Grading System

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51-4.00	A++	Accredited
3.26-3.50	A+	Accredited
3.01-3.25	A	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited
2.01-2.50	В	Accredited
1.51-2.00	C	Accredited
<= 1.50	D	Not Accredited

Grading pattern of NAAC over the years

 A, B, C, D & E – Grading (alphabetical grading pattern)

(1994 to 1998)

- Accredited / Not Accredited status
- > A*, A**, A***, A*** & A ***** (1998 to 2002) (popularly known as star grading system)
- > A⁺⁺, A⁺, A, B⁺⁺, B⁺, B, C⁺⁺, C⁺, C,D (2002 to 2007) (Based on percentage)
- Four point scale A, B, C, D letter grade (2007 to 2016) (Cumulative Grade Point Average CGPA)
- > A⁺⁺, A⁺, A, B⁺⁺, B⁺, B, C, D (Cumulative Grade Point Average – CGPA) (2016 onwards)

Mechanism for Institutional Appeals

On announcement of the A & A outcome, the institution not satisfied with the accreditation status may:

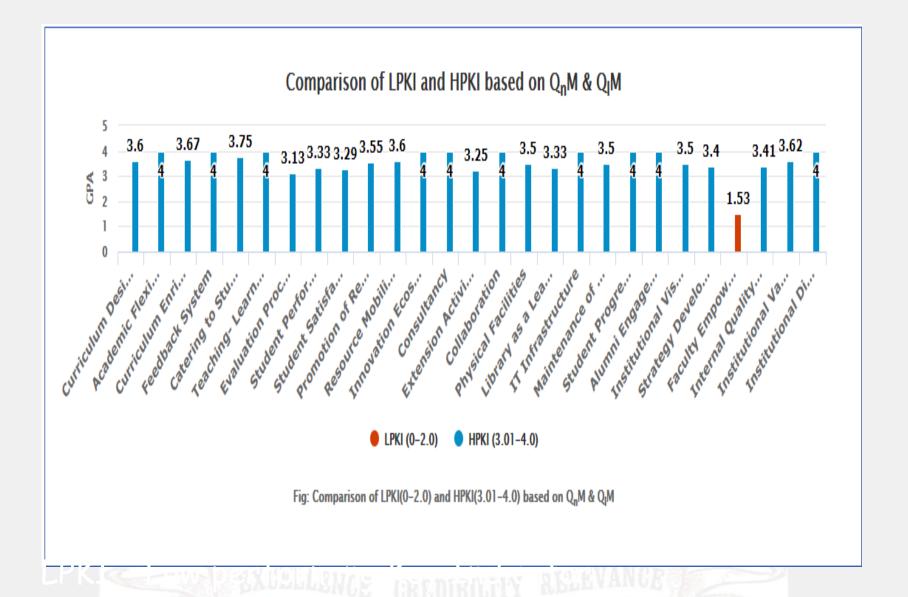
- Submit the Intent **for Appeal** within 15 days and appeal proforma within 45 days from the date of declaration of result, through HEI portal.
- The application for appeal should be submitted along with the requisite non-refundable fee of Rs. 1,00,000/- + applicable taxes.
- ➤ An Appeals Committee constituted for the purpose will consider the appeal and make recommendations to the Executive Committee (EC). The decision of the EC shall be binding on the institution. Generally the recommendations may be Re-DVV, Re-Visit, No change, etc.
- ➤ The clarification process and time lines for Re-DVV is same as DVV process.
- ➤ The process of Re-Visit is same except for the logistic expenses will be borne by the NAAC.

Status of NAAC Accreditation (as on 8th January 2020)

4.5.8.2.8.8	First Cycle	Second Cycle	Third Cycle	Fourth Cycle	Number of Accreditations
Universities	362	166	75	3	606
Colleges	8118	3519	1033	39	12709
Total	8480	3685	1108	42	13315

Assessment Outcome Document (AOD)

- Comparison of LPKI and HPKI based on Q_nM and Q_lM
- Distribution of High Performance Key Indicators
- ➤ Performance of Metrics in Curricular Aspects, Teaching – Learning and Evaluation
- ➤ Graphical Representation of Strengths (4) and Weakness (o) of the institution based on Q_nM for Criteria 1 to 7.



Distribution of High Performance Key Indicators (3.01-4.0)

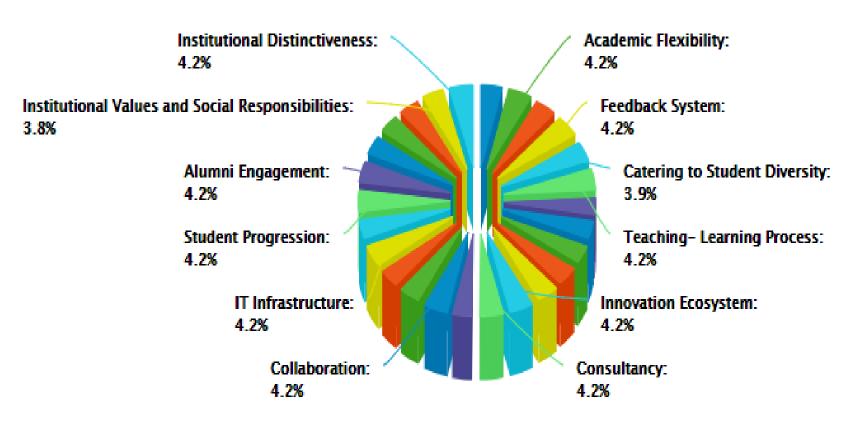


Fig: High Performance Key Indicators (3.01-4.0) for the institution



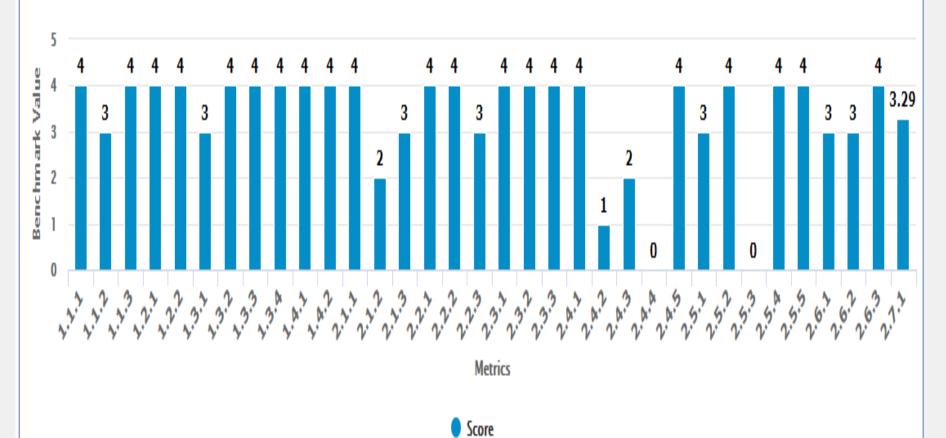
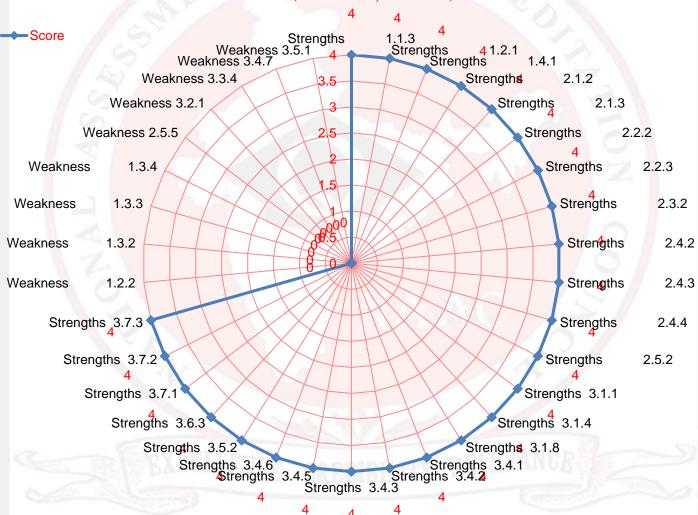


Fig: Performance of metrics in Criteria I & II

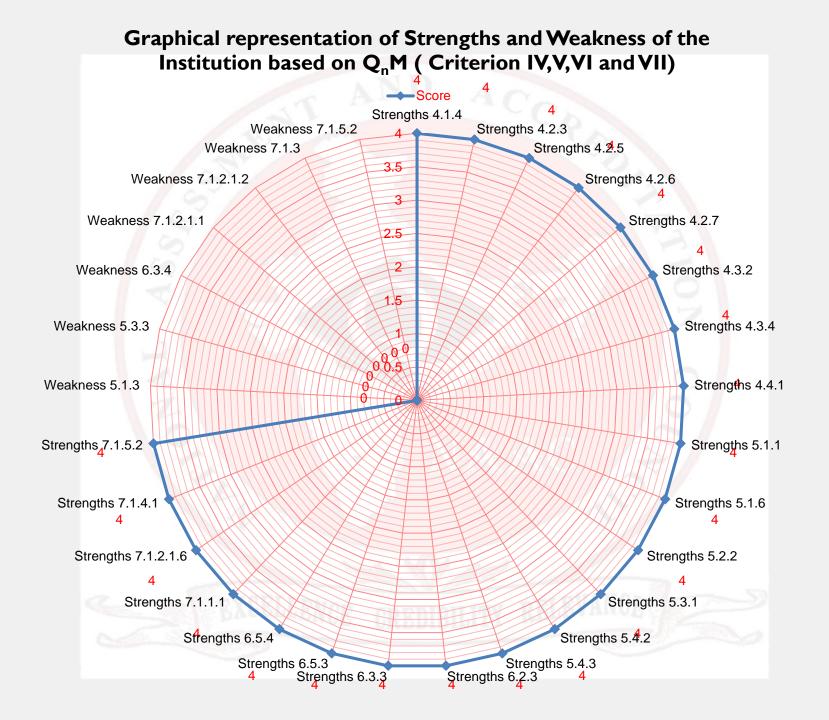
Graphical Representation of Strengths (4) and weakness (o) of the institution based on Q_nM

Graphical representation of Strengths and weakness of the institution based on QnM (Criterion I,II and III)



Note: The radar chart depicts the performance of QnM weighted score of an institution across the Qn metrics.

Based on the performance of the institution on quantitative metrics, the performance is categorised into High Performance metrics (strengths - the metric score of an institution is maximum i.e. 4) and Low Performing Metrics (weakness - the metric score of an institution is low i.e. 0).



Way Forward - RAF

- Post launch feedback is being monitored and are being considered.
- QIF and benchmarks will be reviewed at regular intervals to keep the process robust.

Specialized Manual

- 1. Health Science University
- 2. Health Science college-10 types (Medical, Dental, Nursing, Ayurveda, Yoga/Naturopathy, Unani, Siddha, Homeopathy, Physiotherapy and Allied Health Sciences))
- 3. Open University
- 4. Sanskrit University
- 5. Teacher Education
- 6. Dual Mode University

International Alignment and Recognition

- ➤ Full member of International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and founding Member of Asia Pacific Quality Network (APQN).
- ➤ Accreditation recognised globally for admissions, placements and collaborations.
- ➤ Global Partnership with UNESCO, Commonwealth Learning (COL), European Commission and CHEA, USA.
- ➤ 'Bengaluru Statement 2016 on Next Generation Quality Assurance of Higher Education', facilitated by NAAC with 18 global QA partners, a major milestone in accreditation history.
- ➤ Awarded prestigious "APQN Quality Award 2017" for international co-operation in Quality Assurance.
- ➤ India-EU Higher Education Benchmarking Project sanctioned by European Commission commenced from December 2017.
- Released New York Bengaluru Vision Statement 2019 towards a Global Ecosystem in Yoga Higher Education through Collaboration, Mainstreaming and Accreditation.

The journey towards Quality Assurance, Quality Sustenance and Quality Enhancement does not stop with the NAAC grading and the process of quality cannot be stationary but should continuously strive towards achieving greater heights.

