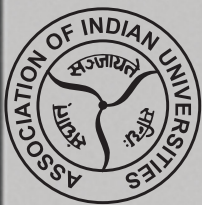


# Ranking, Rating and Accreditation in Higher Education



**ASSOCIATION OF INDIAN UNIVERSITIES**  
New Delhi -110002

# Ranking, Rating and Accreditation in Higher Education

*Report*  
*By*  
*AIU Committee*



भारतीय विश्वविद्यालय संघ  
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## FOREWORD



In a highly competitive world of education, ranking; rating; and accreditation has been recognised as the *sine qua non* of quality. The benchmarks prescribed in ranking, rating and accreditation establishes the credibility of the higher education institutions whilst indicating the position of an institution in the league of higher education institutions whether nationally or globally. The advent of globalisation and inclusion of education as a service sector in General Agreement in Trade services (GATS) has paved the way for international collaboration and exchanges in the educational space including networking and collaborations of research. This has pushed the competitive education market a bit further as the countries are eager to export their education services to other counterparts. For exporting education, quality is an imperative. Therefore, the importance of ranking, rating and accreditation has become all the more necessary.

The Ranking, Rating and Accreditation system plays a pivotal role in overall development of higher education system. It helps the students to find the institutions and programme of their choice. The institutions, through the rating and ranking, get visibility and their performance and standards maintained by them is recognised. The Societal perception towards the institutions receiving good ranking is enhanced. The parents find it convenient and feel confident to get their wards admitted in good ranked institutions to pursue their studies. Above all the institutions develop a competitive spirit and put efforts to perform better to be in the level playing field with the counterpart institution in the country and abroad as well. Initially the assessment and accreditation of institutions was not compulsory or mandatory. With the increasing requirements the assessment and accreditation has become a mandatory regulatory requirement, which makes the process transparent and competitive. Similarly, though the ranking and rating of higher education institutions is not mandatory by regulation but by the perception of the stakeholders ranking and rating has been popular and the institutions are now vying for securing good positions so that they can attract more students and bring laurels for their institutions. Though, there are many advantages of ranking and rating system, but it cannot be denied nor can be overlooked that the process of ranking and rating has created an unhealthy competition among the institutions, a few of which indulge in unfair means and produce counterfeit documents for securing a good ranking. For the purpose, the institutions hire private and commercially oriented organisation which not only fleece them but



also induce them to adopt unfair means which is counterproductive for the system. Therefore, a need has been felt to re-examine the issues related to ranking rating and accreditation.

With an objective of examining various issues related to the Ranking, Rating and Accreditation system for Indian Universities and Institutions of Higher Learning and recommending a structured and well defined standard operating procedure, a committee was constituted under my initiation soon after taking over the President of AIU. The Committee was constituted with Prof Pritam Babu Sharma, Vice Chancellor, Amity University, Gurgaon as Chairman, and other members are Prof S Gowri, Vice Chancellor, University of Madras, Prof Neelima Gupta, Vice Chancellor, Dr Harisingh Gaur University, Sagar, Prof Jagannath Patnaik, Vice Chancellor, ICFAI University, Sikkim, Dr S Vaidyasubramaniam, Vice Chancellor, SASTRA University, Tamil Nadu, (Special Invitee), Dr Kamal Kant Dwivedi, former Vice Chancellor, ITM, Gwalior, (Special Invitee) Dr Ami Upadhyaya, Vice Chancellor, Dr Babasaheb Ambedkar Open University, Ahmedabad as Member Secretary.

The terms of reference of the Committee were to examine the current system of ranking including its parameters and their compatibility/suitability to the Indian institutions. The Committee was mandated to compare the parameters of international ranking system with that of India and suggest actionable strategies to improve the ranking. Along with examining the accreditation system with respect to regulatory architecture the Committee was also expected to suggest strategies to bring reform in regulatory system. After a series of deliberations and threadbare discussion on the subject the committee has submitted its recommendations which are being presented in this report.

We are grateful to Prof Pritam Babu Sharma, Chairman of Committee and the members for their precious time and engagement with the task which has culminated into this report. With appreciation, I put on record the contribution of Dr Amarendra Pani, Joint Director & Head, Research Division of Association of Indian Universities for drafting the concept paper and terms of reference of the Committee which formed the base for deliberation on the subject. The assistance received from Dr Rahul, Research Assistant, Dr Sandeep, SRA, Research Division of AIU is duly acknowledged. At last, but not least, I express gratitude to Dr (Mrs) Pankaj Mittal, Secretary General, AIU for her overall monitoring and supervision of the task.

I hope the universities and Higher education institutions of the country will find the document useful. I also expect that the recommendations of the Committee will be helpful in bringing a major rejuvenation and reforms in the process of Ranking, Rating and Accreditation of higher education institutions.

Dr G Thiruvagam  
President, AIU

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# The Ranking, Rating and Accreditation Committee of Association of Indian Universities

## Preamble

*Hereby makes recommendations with an aim of re-examining and revising the present accreditation structures in order to develop a more levelled, adaptable, and succinct accreditation structure for improving Access, Equity, and Quality of Higher Education in India.*

“**Ranking**” in Higher Education is a process of assessing HEIs performance within a competitive set up by providing them a rank, based on how the HEIs perform across the indicators/set standards.

“**Rating**” assesses HEIs on how they individually perform against a set standard. The HEI is given a score for each category, as well as an overall score.

“**Accreditation**” is review of the quality of HEIs; it is a form of Quality Control ensuring that HEIs fulfill the defined standards of quality, reliability, and excellence.

“**Ranking, Rating and Accreditation**” encourages HEIs to put in extra effort to improve their quality and standards, which indeed is the need of the hour. It can help maintain and build institutional position and reputation, students can make informed choices for pursuing higher education, and stakeholders use rankings to influence their own decisions about funding, sponsorship and employee recruitment. It leads to the overall improved ‘quality’ of higher education across the nation.

## 1. Background

The Rating, Ranking, and Accreditation Committee was constituted by the Association of Indian Universities, in the month of August 2021. The committee consisted of Prof. P. B. Sharma, Vice-Chancellor, Amity University, Chairman; Prof. S. Gowri, Vice-Chancellor, University of Madras, Member; Prof. Neelima Gupta, Vice-Chancellor, Dr. Harisingh Gour Sagar University, Member; Dr. Jagannath Patnaik, Vice-Chancellor, ICFAI University, Member; and Prof. Ami Upadhyay, Vice-Chancellor, Dr. Babasaheb Ambedkar Open University as Member Secretary.

The committee held two meetings, dated 27<sup>th</sup> August 2021 and 16<sup>th</sup> November 2021. The first meeting was held in the presence of the President, AIU, Col. Dr. G. Thiruvagam, and Secretary General, AIU, Dr. (Mrs.) Pankaj Mittal. In the second meeting, Special invitees; Dr. S. Vaidhyasubramaniam, Vice-Chancellor, SASTRA University, Tamilnadu; and Dr. Kamal Kant Dwivedi, Former Vice-Chancellor, ITM, Gwalior participated in the meeting.

The committee members shared their informed views, opinions, raised poignant concerns regarding the present education scenario. The major issues and concerns were flagged as follows.

## **2. Major Issues and concerns**

- The process of NAAC accreditation covers all the institutions under same criteria and metrics, which is not fit for all institutions.
- The transparency in NAAC process is fine from the point of view of data submission of SSR. But the process of DVV is more technical than objective. The defined SoPs need to be more object oriented.
- R & D and Publications form a major activity in a university. However, these are not properly considered by NAAC evaluation. For example, publications per faculty rather than publications of high quality and impact are accounted. Better would have been to give some credit to top 50 publications from the University and their combined impact factor and citations.
- Likewise, R&D Projects are evaluated more on numbers rather than their impact and outcome. Consortium projects collaborating reputed universities in India and abroad should be encouraged by NIRF and NAAC.
- Knowingly that patent publication takes 4-5 years; weightage is given to published patents rather than patent filed both in NAAC as well as in NIRF.
- Institutions offering open and distance education using multimedia strategy, attract higher number of students from different backgrounds. These institutions are not covered under accreditation agencies.
- The institutions in the rural areas find it difficult to make academia-industry relations as most of the industries are in cities and they are not approachable by them. However, there is no reason why they should not be rewarded for their community connect and rural innovations more.

## **3. Survey of the Perceptions of VCs of Indian Universities on NAAC and NIRF**

The committee prepared a structured questionnaire which was shared with all the Vice Chancellors of Indian Universities for their feedback on NIRF Ranking Parameters in the month of October 2021. A systematic analysis was carried out based upon the responses collected from the Vice-Chancellors. A copy of the Questionnaire and the analysis of the responses received from over 100 Vice Chancellors/ Directors of Institutes of National Importance is placed in **Annexure-I**

#### 4. A Screenshot of Analysis of Top 100 NIRF Institutions/ Universities

(i) **The Analysis of Top 100 Rankings in NIRF suggests that 1 Out of 5 Vital Parameters 3 make HEIs more Happy as can be seen from the following (Dr Gunjan M Sanjeev, Director International Affairs, Amity University Haryana, Gurugram 2021):**

- Graduation Outcomes (Average score of 69.52 out of 100),
- Outreach & Inclusivity (Average score of 58.14 out of 100)
- Teaching, Learning & Resources (Average score of 55.85 out of 100).
- The standard deviation for these parameters as obtained from the scores available in NIRF 2021 is in the range of 8%-10% for all the above three parameters.
- So, it appears that the health of the Indian higher education system is good as far as these three measures are concerned and the universities, in general, can be proud of their achievements in these areas.

(ii) **The Analysis also suggests that the remaining 2 parameters make HEIs not so happy:**

- Perception (Average of 31.78 out of 100)
- Research & Professional Practice (Average of 25.82 out of 100)
- The standard deviation is high in both cases, around 14% displaying great disparities between institutions. These are certainly dampeners in the overall scores of the Indian universities. These two parameters –or vitals –certainly need a deeper introspection.
- Perception comprises the components of both Peer Perception: Academic Peers and Employers (70%) and Accreditation (30%).

So, it is important to reflect on why the Indian higher education industry is not being perceived positive by the respective stakeholders.

Few quick suggestions - There should be a focused attention to publicizing major developments and accomplishments so as to leverage upon institution's competitive edge in today's world.

The focus should shift from "mere reporting" to "high visibility" of the accomplishments of HEIs.

Social media could be used as a strategic tool to let the world know of all achievements big and small.

Needless to say, a good score in ranking and accreditation is becoming more important than ever before as the institution ranking and accreditation forms an important consideration for admissions and in national and global repute.

**(iii) R&D Projects, Publications, Innovations and Patents deserve a Greater Consideration as these are the real differentiators of the HEIs:**

- Research and Professional Practice certainly deserves greater and focused attention by both the policy makers as well as the HEIs.
- This captures - Combined metric for Publications (Average score of 9.93 out of 35),
- Combined metric for Quality of Publications (Average score of 11.93 out of 35),
- IPR and Patents: Published and Granted (Average score of 2 out of 15)
- And Footprint of Projects and Professional Practice (Average score of 1.96 out of 15). These include revenue generation from research funding, consultancy and Executive Development Programs.
- Here at present, there is a wider disparity (Rank No-1 has R&D funding of 445 Cores while No- 2 & 3 have Rs 29.41 Crores and 40.86 Crores. Rank no – 52 and 100 have Rs 47.62 Crores and Ra. 99.6 Lakhs respectively.

It is for this reason the current weightage for Research Funding is only 5 Marks out of 15 for Research and Professional Practices R&D Projects, Publications, Innovations and Patents deserve a Greater Consideration as these are the real differentiators of the HEIs.

**(iv) R&D Projects, Publications, Innovations and Patents are the real differentiators of the HEIs:**

- “Research and Professional Practice” is fundamental to any academic institution and certainly universities have to introspect on the scores obtained.
- The policymakers also need to see what measures could be taken in the ecosystem to strengthen the much-required R&D and Innovation culture in HEIs.
- Rewarding quality than mere quantity for early researchers can go a long way in shaping and steering the research culture in the right direction.
- Mentorship of young researchers by accomplished peer researchers could play an important role.
- The university Leadership also has a role to play. For example, it is common to observe that educationists who have a good research record in their active teaching career are able to cultivate

a better research environment when they assume leadership roles at the institutions.

This report therefore is drawn on the basis of well-researched and informed recommendations made by the Rating, Ranking, and Accreditation Committee, Special Invitees, and Vice-Chancellors of 30 Indian universities. It is being submitted to Association of Indian Universities in the month of December 2021, with an aim to provide grass-root level recommendations leading to overall enhancement of not only accreditation structures, but also the ‘quality’ of Higher Education at pan-India level.

## **5. Recommendations by Ranking, Rating and Accreditation Committee**

### **(i) Developing Nature-specific Criteria for Sectorial HEIs:**

- Specific standards of ranking pertaining to the specific domain of the university must be formed.
- The ranking and accreditation should be sensitive and inclusive of sectorial universities like state open universities, teacher education universities, forensic science universities, Law, Medical, Agriculture, Technological HEIs, etc.
- The ranking and accreditation framework should be different for specialized universities as well as for HEIs established in rural areas vs. urban areas, older HEIs vs. newly established HEIs; private universities vs. state funded HEIs.

### **(ii) Improving Quality of HEIs:**

- International collaborations should be more rigorously pursued to significantly improve quality of research and joint publications in Indian Universities.
- The quality of faculties is a significant criterion for assessment of the quality of academic activities and as such the vacant teaching posts in universities and colleges must be filled with quality faculty who should be research driven and have excellent teaching skills. The faculty so recruited should be enterprising and engage in innovations and technology transfer.
- The quality of faculties at the entrance must be carefully regulated by a rigorous selection process that assesses innovative, enterprising, collaborative and technology skills alongside with ethical and moral values akin to the new digital age that demands utmost academic honesty and research integrity.
- The faculties should preferably be given a tenure tracked confirmation that assess the performance on early basis for 6-7 years as against one-year probation as of now.



- Indian universities must provide Under-Graduate Fellowships for research, in order to encourage and incubate fertile and creative minds towards innovation and research.
- Indian universities must provide Post-Doctoral Fellowships for enhancing the quality of research and for grooming PDF scholars as future faculty members. This will ultimately lead to better rankings and ratings for the university.
- The government may facilitate the establishment of Central Instrumentation and Research Facilities (CIRF) at many places in the country where research scholars can conduct their research at affordable prices.
- Digital transformation can be practised in terms of sharing of research facilities, laboratory facilities, library facilities with less privileged colleges and universities.
- Universities have limited or no autonomy at present in terms of launching innovative courses and nomenclature, as they need UGC's approval for launching the courses which is time-consuming; they must have the autonomy to offer innovative and need-based courses to students.

**(iii) Funding of HEIs:**

- Allocation of funds to state universities is far less compared to the funding for central universities. This disparity should be removed by more liberal funding for state universities for improving knowledge and research infrastructure.
- The criteria of the allocation of grants should be revisited, so as to strengthen the less privileged universities.
- The allocation of funds to colleges and universities is limited, also they do not have the autonomy to utilize those funds; this issue should be addressed by providing greater autonomy to college and universities.
- The grading that happens with rating and ranking system decides the allocation of funds to a particular university, which again hinders its progress, this issue must be addressed.

**(iv) Providing well defined SOPs and Guidelines to HEIs:**

- Guidelines, Standard Operating Procedures, SoPs, to the universities for improving their quality and rankings should be framed for the accreditation process to be at par with world rankings.
- NAAC and NIRF currently lack in providing a roadmap to the universities to improve in the areas in which they are deficient.

Hence a well-defined model of evaluation must be prepared which provides clarity to HEIs regarding data-analysis and data-presentation for NAAC and NIRF.

- The system/framework for ranking should be transparent enough for the university academia to comprehend and act upon instead of hiring consulting agencies for this task.
- The concern of HEIs entering into the second and third cycles of accreditation must be addressed because there is an element of discouragement attached to them due to fear of losing the scores.

**(v) Revising the Metrics/criteria of NAAC Accreditation and NIRF Ranking:**

- The ranking criteria need to be revisited to serve the purpose of Indian universities keeping in mind the guidelines of the National Education Policy-2020.
- Extra-curricular and Co-curricular activities must be given due weightage in Higher Education, for NEP-2020 has also mandated that the development of mind and body is a significant aspect of 'quality' teaching and learning.
- The metric of Rural Development must be included in accreditation process, as NEP-2020 also promotes the same.
- The role of industry is missing in NAAC. The NAAC Peer Team does not have an expert member from industry, nor has criteria that assess industry integration of the university. Suitable metrics be formulated and included in the NAAC assessment.
- In NIRF ranking system a metric should be included for number of faculties creating and conducting online courses. This is all the more important now that digital learning is being significantly promoted in hybrid learning models.
- Present ranking system has a metric of number of publications per faculty, but it should also include a metric focusing on quality of research publications assessed on the basis of cumulative impact factor and publications in high impact factor journals of international repute. Publications in impact factor higher than 6 should be given due weightage in assessment of research.
- NIRF and NAAC have removed the metric of research funding received from private/industry corporations, in spite of the fact that private corporations provide large amounts of funds to the universities for research. It should be revived in the NAAC accreditation as well as in NIRF ranking systems.

- At present NIRF is not recognizing FIST and INSPIRE research fellowships as research grants, these must be recognized and due weightage be given in assessment.
- NIRF should provide scores for technology-incubation, business-incubation, social incubation, start-ups on the campus, incubatees on the campus, and extension activities that promote culture of innovation and start-ups. Now that Institution Innovation Councils are at work and are being rated each year, due weightage should be given in NAAC matrices for assessment of research and innovation.
- Presently the metric of scholarships awarded to students is evaluated on the basis of the number of students awarded scholarships by the university which allows for malpractices. Instead this metric must be evaluated on the basis of quantum (the total scholarship given to meritorious students).
- Present accreditation system is based on the number of grants received, amount of funds received, etc. rather it should evolve a system which provides scores on the basis of ‘quality of education’; which should be at par even for the specialized/sectorial universities.
- In accreditation system, there should be separate components such as scores for the aspects in the purview of university itself, scores for the aspects in the purview of university and bodies such as UGC, AICTE and scores for the aspects in the purview of university and State or Central Government because matters such as land acquisition, launching of programmes, etc. are subject to approval from Government and UGC respectively.
- Manuals of ranking agencies must be studied objectively and minutely, as they have scores/criteria for Biomedical waste, etc. which is not possible for Open Universities or other universities not offering medical programmes.
- In the accreditation system, Academic Reputation is very significant, as it considers the stakeholders’ perception of the university. The cohort utilized for conducting the reputation survey at international level is devoid of Indian academicians and employers. This must be improved.
- The multi-campus universities must enter into campus-wise and separate entity-wise accreditation process rather than multi-campuses being aggregated under university ranking, this will provide more transparent picture to the students and stakeholders.
- Once NIRF notifies the metrics/methodology for a particular

year, it must not change the methodology after collecting the data from HEIs.

- There should be calibration of accreditation standards between public vs. private universities.
- NIRF has the potential to emerge as the World Ranking body, it should be promoted at par with ranking systems for world universities ranking.
- HEIs must be allowed for self-accreditation as the methodology/metrics for accreditation is available in the public domain.
- ‘Binary Accreditation’ system (Accredited or not accredited) does not encourage or motivate the universities to raise their own bars and improve their own standards, hence it should not be promoted.
- The synergy between Indian and International ranking procedures must be created for Indian universities to excel in international rankings.

**(vi) Other Suggestions for Improvements:**

- The data showcasing the accredited universities will help the committee to identify the gaps to be filled and also help identify the universities in dire need of accreditation;
- AIU may introduce mentors/consultants who will guide/hand-hold universities towards improving their quality and accreditation;
- The private agencies and media-agencies have a powering influence on students in terms of ranking and ratings of the universities, instead of the ranking allocated by the national councils/boards, this issue must be addressed.

**6. Revised Accreditation Framework - Suggestions for incorporation in the Quality Indicator Framework (Suggestions from Dr. Jagannath Patnaik, Hon’ble Vice-Chancellor, ICFAI University, Sikkim, Governing Council Member, and Ranking, Rating and Accreditation Committee Member, AIU)**

The Revised Accreditation Framework introduced by NAAC has completed 4 years. The framework was introduced with the sole objective of introducing an element of objectivity in the assessment and accreditation exercise. This indeed has been a laudable move and worthy of appreciation and emulation globally.

You will agree that attempts of this kind are fraught with a few anomalies here and there. We have close to 1000 Universities and 50000 colleges in the country. These institutions are highly diverse in nature falling into the

brackets of Central Government owned, State Government owned, State-Private, Deemed, Autonomous, Institutes of National Importance, and Institutes of Excellence etc. The need of the hour therefore is to bring a level playing field so that the accreditation exercise doesn't go against the interest of any of these players in Higher Education. We have therefore suggested a few changes for examination purely from this perspective and request you to consider the same if found feasible and acceptable. We have also made a few general suggestions taking into account the effect of the pandemic on HEIs:

- (i) Earlier NAAC used to have an Opt-Out facility/Optional Metrics/ Non-Applicable Metrics for Universities. This was allowed up to 50 points. This was withdrawn suddenly for universities although it is in vogue for colleges even today. There is a need to reintroduce this with immediate effect especially in view of the COVID 19 Pandemic affecting the normal functioning of universities in the country.
- (ii) The following metrics are slanted towards the Government-owned Universities:
  - 2.1.2 (Reservation policy)
  - 2.4.4 (Awards, recognitions, fellowships at State, National, International level from Government),
  - 3.1.6 (Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR, and other recognitions), 3.2.2 (Grants for research projects sponsored by the government agencies),
  - 3.6.2 (Number of awards received by the Institution, its teachers and students from Government) & 6.4.2(Funds / Grants received from government bodies for development and maintenance of infrastructure).

These need to be re-examined especially from the viewpoint of offering a level playing field to the Private Universities who have a negligible performance under these metrics.

- (iii) **Metric 6.3.4:** Programs of duration less than those stipulated by UGC/AICTE or one week will not be considered. This is restrictive. All programs irrespective of their duration should be acceptable. Only paid programs are considered. This is not fair. Even seminars not involving payment should be taken into account. In the COVID 19 phase, almost all conferences/seminars have been free.
- (iv) **Standard Operating Procedure (SOP)** is sacrosanct and should be strictly followed. The DVV partners tend to digress many a time outside the scope of SOP. This causes a lot of avoidable inconvenience to the Universities and Colleges. DVV partners should be advised to strictly adhere to the SOP.
- (v) **DVV Partners:** The entire accreditation process should be based on

trust and not on suspicion. As the interaction with the DVV Partners is remote and not face-to-face, they need to adopt a highly flexible and positive attitude towards the Universities and Colleges. They should be open to accept the viewpoint of HEIs and also accept minor departures if they sound convincing. The DVV process should be supportive in nature and not a fault-finding exercise.

- (vi) **Link to the Document:** The documents which are required as evidence run into several pages (a few lakh). This requirement has made the accreditation exercise too cumbersome and makes HEIs shy away from participation. There is no need to insist on providing evidences for the entire population. Test check has to be resorted to and a few samples should be sought.
- (vii) **Need for separate yardsticks:** Deemed-to-be universities were accorded the status as they were working at a very high standard in a specific area of study. Putting them on the same plank as a multi-disciplinary traditional university and judging them based on their versatility may not be the right approach. It would put them at a disadvantage. Similarly size matters and therefore, from a one size fits all approach we need to have separate benchmarks for small, medium and large HEIs.
- (viii) **Sharing the benchmarks:** Internationally there is a prevalent practice of sharing the benchmarks to enable and facilitate participants to aim and achieve them and thereby scale up the value chain. NAAC has already brought a great deal of transparency through their interactive seminars and other initiatives. We suggest NAAC should share the benchmarks with immediate effect.
- (ix) **Metric 4.3.3:** Today every student has a laptop, smartphone, or iPhone. Nonetheless, the labs are provided with an adequate number of personal computers. In this backdrop having a metric for student-computer ratio (Metric 4.3.3) may not be required.
- (x) **Online/blended learning and evaluation:** A reasonable amount of tweaking may be warranted in the accreditation modalities taking into cognizance the growing emphasis on online/blended learning and evaluation in the last few years due to the pandemic. The allocation of points to online and blended learning in the current framework is inadequate vis.a.vis the manpower and time being spent on it.
- (xi) **Metrics 1.3.2 & 1.3.3 (Value-added courses for imparting transferable and life skills):** Across all the universities efforts are afoot in a big way to make the student a well-rounded personality. These initiatives are outcome-based, aimed at imparting soft and life skills, and offered both within and outside the curriculum. There

are credit and non-credit courses. These are formal (compulsory in nature) and also informal (non-credit courses) with flexible hours. Against this backdrop, it is not prudent on the part of NAAC to insist that these courses should be necessarily outside the curriculum and have a minimum duration of 30 hours.

- (xii) **Case Research:** Case Methodology has taken its roots both in terms of the development of cases and adopting the pedagogy in the classroom. Internationally case research is being treated on par with pure and applied research. Therefore, there is an urgent need to introduce a metric on Case Research with commensurate points. This could be a part of Metric 3.4.5 or separate.
- (xiii) **Metric 5.2.2-Placements:** Law graduates taking up the membership of the Bar Council of India and pursuing private practice should be treated as placed from the placement angle irrespective of the money they earn.
- (xiv) **Metric 5.2.3:** Student's advancement (pursuing higher studies, starting their own start-ups, and joining their family business) and Placements are together a zero-sum game. While the placements data is sought for the past 5 years the higher studies data is sought only for 1 year. Uniformity is essential.
- (xv) **Metric 5.3.1:** Currently only medals, cash prizes, and trophies are accepted as evidence. Recognitions can also be in the form of Books, Certificates of Appreciation, and Letters of Appreciation. All forms of recognition should be accepted.
- (xvi) **Metric 2.7.1 Student Satisfaction Survey:** In view of the pandemic and its impact on the face-to-face interaction between the faculty members and the students the SSS (Student Satisfaction Survey) needs to be kept on hold till such time physical classes start at the campus.
- (xvii) **Metrics 3.7.1 & 3.7.2:** For collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students, the universal practice has been exchanging emails between the Corporates and the University / College. Insisting on a letter on the letter head of the institutions/ research establishment/industry or an MOU signed on a 100-rupee bond paper seems rigid and may prove counterproductive for HEIs. The same is the logic for Memorandum of Understandings between Industry and Universities / Colleges for internship, on-the-job training, project work, student / faculty exchange and collaborative research. The requirement of a 100-rupee bond paper may be done away with.

- (xviii) Due to the COVID 19 Pandemic the performance of all the Universities across the Country was marred from March 2020 till date. This affected their performance in almost 50 percent of the Metrics. NAAC has to factor this while assessing Universities.
- (xix) With the uncertainty about COVID 19 and the severity of the prevailing pandemic conditions and its impact on HEIs it will go a long way if an extension of two years is provided to all Universities and Colleges whose accreditation has already expired or expiring in the current academic year (2020-21). This could be a one-time measure and shall be of immense help to universities to pull their socks up, wade through these tough times and make up for the loss of productive working days due to lockdown effective from March 20, 2020, and the phased unlock down thereafter.
- (xx) Whenever Manuals are revised and the changes are less than 25 % a table should accompany the revised manual depicting the changes made.
- (xxi) Akin to AICTE who has already implemented virtual visits, even NAAC can explore the possibility of replacing the On-Site PRT Visits with remote and off-site Visits.
- (xxii) **Health Sciences Manual vs. Manual of Universities:** There have been some significant differences between the expectations in the Health Sciences Manual and the Manual of Universities. These need to be ironed out to make it a level playing field:
- 1) **Ratio of QnM & QIM**  
 Health Sciences Manual: Ratio of QnM & QIM = 65%: 35%  
 Manual of Universities: Ratio of QnM & QIM = 70%: 30%
  - 2) **Metric 1.3.2: Value- added courses**  
 Health Sciences Manual: 15 or more contact hours  
 Manual of Universities: 30 or more contact hours
  - 3) **Metric 2.1.1: Reservation Policy**  
 Health Sciences Manual: 3 Points  
 Manual of Universities: 5 Points
  - 4) **Metric 2.2.2: Student - Fulltime teacher ratio**  
 Health Sciences Manual: 8 Points  
 Manual of Universities: 10 Points
  - 5) **Metric 3.4.3: Patents/Copy rights**  
 Health Sciences Manual: Number of Patents/ Copyrights  
 Manual of Universities: Patents only covered. Copyrights not mentioned



**6) Metric 3.4.5 & 3.4.6: Publications**

Health Sciences Manual: 25 Points (Metric 3.4.5 & 3.4.6)  
Publications in Scopus/ Web of Science/ PubMed (15 points) & UGC-CARE list (10 points)

Manual of Universities: 15 Points (Metric 3.4.5)  
Publications in the Journals as notified on UGC website

**7) Metric 3.4.6/3.4.7: Books/Book Chapters/Conferences**

Health Sciences Manual: 7 Points (Metric 3.4.7)

Manual of Universities: 15 Points (Metric 3.4.6)

**8) Metric 4.3.3: Student - Computer Ratio**

Health Sciences Manual: Here it is a qualitative metric with 5 points (Metric 4.4.2)

Manual of Universities: Quantitative Metric with 10 Points

**9) Metric 5.4.2: Alumni contribution**

Health Sciences Manual: Here it is a qualitative metric with 5 points

Manual of Universities: Quantitative Metric with 8 Points

**10) Metric 6.4.2 & 6.4.3**

Health Sciences Manual: Funds / Grants received from government / non-government bodies / philanthropists (7 points) (Metric 6.4.2)

Manual of Universities: Funds / Grants received from government bodies for development and maintenance of infrastructure (8 points) (Metric 6.4.2)

Funds / Grants received from non-government bodies, individuals, philanthropists for development and maintenance of infrastructure (6 points) (Metric 6.4.3)]

**7. Suggestions received from the Vice-Chancellors of Indian Universities as part of a survey conducted on NIRF through a structured questionnaire in the month of October/ November 2021**

**(i) Research and Publications:**

- The cap on the research score may be removed or raised. Weightage may be given to the number of international collaborations, number of international joint research publications, and availability of central facilities on campus.
- Citations per faculty lends unnecessary emphasis on numbers, it should be replaced by citations per paper, which is indicative of the quality of publication.

- Publication data is taken from two sources only i e Scopus and Web of Science. In Law disciplines there are only a few journals which are indexed in Scopus and as such, there are often very few or no publications in Scopus or Web of Science that makes HEI in law discipline suffer in assessment by NAAC and also NIRF.
- NAAC is using/considering publications in UGC Care list journals whereas NIRF is only using publication data from Scopus and Web of Science. There is a need to rationalize the same.
- With NMC accepting other indexing agencies for publication, medical faculty fail to stretch for Scopus and WoS. Alignment of NMC guidelines with NIRF would be better.

**(ii) Inclusion of Copyrights:**

- Copyrights are not given any weightage in NIRF. This is disheartening for those innovators and creative persons with non-patentable skills in institutions such as fine arts, liberal arts, management and Business School and School of Architecture and Planning. Due weightage for copyrights and trademarks registered should be given in NIRF as well as NAAC accreditation.
- In IPR other factors like Innovative Technology, Trademarks, Copyright, New Crop Variety, Geographical Indications, etc. should be added rather than only patent. For example University of Languages And Culture may not have patents but copyrights.

**(iii) Funding:**

- The funding available to all the HEIs is not balanced.
- Government funded institutions grow and sustain on tax-payers' money, while the private ones do not have any such support. The levelled ground is important for fair competition. There should be an in-put to out-put ratio of the public fund for evaluation. The Return of Investment, RoI could be a better parameter to assess quality of education and employability of graduates.
- There should not be mandatory requirement to appoint faculties from abroad, considering financial constraints and grant related issues faced by Central/State/Law Universities.
- Presently allocation of research grants to Public Universities is higher, however these needs to be equally distributed to Private/ Deemed to be universities.

**(iv) Social Responsibility:**

- Emphasis should also be given to qualities of creativity, dedication to help the societies and countries, and contribution of the faculty for the development of the University. Some parameters of Social responsibility should be included in accreditation process.
- Provision for Transgenders are missing, ‘inclusivity’ should be incorporated.

**(v) Perception:**

- The weightage for perception in accreditation process may be increased to, for example, 15% and the weightage for Graduation Outcome may be reduced to 15%.
- International rankings such as QS rely solely on academic reputation, research reputation and perceptions of peers and employers. In India too, a more robust system of peer assessment should be evolved.

**(vi) Revisions suggested in NAAC and NIRF criteria:**

- The constraints of publicly funded Universities, younger and older universities should be given appropriate considerations, Private and publicly funded universities should not be compared at par. Rurally located Universities should be given due consideration.
- NIRF requires ideally equal faculty in the brackets of 0-8 years’ experience, 8-15 years and, 15 years and above (1:1:1) (i.e. blend of young and experienced faculty is required) Most of the NLUs have been established in 21st Century and they do not possess faculty with the above experience in the ratio of (1:1:1) and therefore they are on the losing side.
- Since Faculty-Student ratio is an important component of overall quality, this may be valued in full.
- In NAAC, the DVV process needs to be made more objective, agile, and transparent.
- Sometimes, recommended inputs from DVV significantly deviate from the HEI inputs without any elaborative clarification. This must be avoided.
- All the metrics are not equally applicable for every type of HEI in India. For example, the scope of Regional Diversity is very limited for State Universities.
- The contribution of the HEIs/university in terms of policy inputs may also be included in the NIRF ranking.

- For multi-campus universities NIRF should take submissions from different campuses separately. It will help the stakeholders in general and parents/students in particular to know about the status of each campus of a particular university.
- There should be due weightage and credit for institutions providing right compensation, incentives for research and publications, entrepreneurial opportunities to students and Faculty.
- There should be marks for institutions sending faculty members for industry exposure through faculty internships. Several institutions provide income sharing opportunities for consultancy projects. Such policies and incentive schemes should get due weightage in accreditation and rankings.
- The main concern is the interpretation gap between documents prepared and submitted by HEI and documents expected by DVV, this should be addressed by a well formulated SoP manual and its wider dissemination to HEIs.

## **8. Acknowledgements**

The Chairman and members of the Committee express their profound gratitude to Col (Dr) G Thiruvassagam, President of AIU for constituting the committee and giving the opportunity to examine the existing system of Accreditation and National Ranking and make recommendations for improvement. The committee also acknowledges the support received from Dr Pankaj Mittal, Secretary General AIU in conduct of the meetings of the committee. The committee members are thankful to both the President AIU and the Secretary General for making them available at the first meeting of the committee despite their highly busy schedule and share their expert views on matters so important for assessment of the quality of HEIs.

The committee also expresses its sincere gratitude to the Vice Chancellors of Indian Universities who despite their very busy schedule responded personally to the survey conducted by the committee and also made highly valuable suggestions for finalising the recommendations of the committee.

The committee also wish to place on record the expert support received from Dr Gunjan M Sanjeev, Director International Affairs at Amity University Haryana in carrying out the in depth analysis of the scores of Top 100 NIRF ranked institutions to provide a window of the wide divergence that exists in the ranked institutions.

The expert secretarial support received from Shri Sandeep Singh, Dy OSD to Prof PB Sharma, Chairman of the Committee & Vice Chancellor of Amity University Haryana, Dr Sanjna Vij, Program Director Amity Staff College,

AUH and Dr. Jainee Shah, Academic & Extension Co-ordinator and Shri Amit Soni, PA to Member Secretary, Prof. Ami Upadhyay, Vice-Chancellor of Dr. Babasaheb Ambedkar Open University, Ahmedabad is also thankfully acknowledged.

### 9. Members of Ranking, Rating and Accreditation Committee

1.	<b>Prof. P. B. Sharma</b>	Vice-Chancellor, Amity University	Chairman
2.	<b>Prof. S. Gowri</b>	Vice-Chancellor, University of Madras	Member
3.	<b>Prof. Neelima Gupta</b>	Vice-Chancellor, Dr. Harisingh Gour Sagar University	Member
4.	<b>Dr. Jagannath Patnaik</b>	Vice-Chancellor, ICFAI University	Member
5.	<b>Dr. S. Vaidhya-subramaniam</b>	Vice-Chancellor, SASTRA University, Tamilnadu	Special Invitee
6.	<b>Dr. Kamal Kant Dwivedi</b>	Former Vice-Chancellor, ITM, Gwalior	Special Invitee
7.	<b>Prof. Ami Upadhyay</b>	Vice-Chancellor Dr. Babasaheb Ambedkar Open University	Member Secretary

### 10. Attachments

1.	<b>Annexure-I</b>	Minutes of 1 <sup>st</sup> RRAC Meeting
2.	<b>Annexure-II</b>	Minutes of 2 <sup>nd</sup> RRAC Meeting
3.	<b>Annexure-III</b>	PPT on Issues and Concerns in Accreditation
4.	<b>Annexure-IV</b>	Questionnaire for Opinion of VCs on NIRF Ranking and NAAC Accreditation system
5.	<b>Annexure-V</b>	List of the Universities Respondents to the Committee Questionnaire
6.	<b>Annexure-VI</b>	Selected Survey Responses and Graphs

Draft Report submitted by Prof. Ami Upadhyay,  
Member Secretary  
And finalised by Prof PB Sharma, Chairman  
in consultation with the members of  
Ranking, Rating and Accreditation Committee,  
of  
Association of Indian Universities, New Delhi.

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## Dr. Babasaheb Ambedkar Open University

(Established by Government of Gujarat)

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No. BAOU/VC/396/2021

Date-07/09/2021

### Association of Indian Universities

#### Ranking, Rating and Accreditation Committee

##### Meeting I – 27.08.2021

First "Ranking, Rating and Accreditation" Committee Meeting of AIU was held via virtual platform on 27<sup>th</sup> August 2021. The following members participated:

1.	Col. Dr. G. Thiruvassagam	Hon'ble President, AIU	Distinguished Institute
2.	Dr. (Mrs.) Pankaj Mittal	Hon'ble Secretary General, AIU	Special Invitee
3.	Prof. P. B. Sharma	Hon'ble Vice-Chancellor, Amity University	Chairman
4.	Prof. S. Gowri	Hon'ble Vice-Chancellor, University of Madras	Member
5.	Prof. Neelima Gupta	Hon'ble Vice-Chancellor, TilkhaManjhi Bhagalpur University	Member
6.	Dr. Jagannath Patnaik	Hon'ble Vice-Chancellor, ICFAI University	Member
7.	Prof. Ami Upadhyay	Hon'ble Vice-Chancellor, Dr. Babasaheb Ambedkar Open University	Member Secretary

##### **Minutes of the Meeting**

1. Col. Dr. G. Thiruvassagam, Hon'ble President, AIU welcomed and introduced all the members, at the start of the meeting. Though Honourable President, AIU is not a part of the committee, as it was first meeting of the committee, he shared his views about the need of the committee and what could be the broad objectives of the committee.
2. Col. Dr. G. Thiruvassagam, Hon'ble President, AIU also shared his concern that through NIRF, NAAC and NBA, AICTE are the established ranking, rating and accreditation national level councils/boards; but have uniform and general ranking standards for universities with regards to the of year of establishment, courses, infrastructure, number of students, and more.
3. Dr. G. Thiruvassagam opined that if Indian universities are to elevate themselves to the global standards; the RRA Committee should consider the following actions:

- Conduct the survey of opinions of all the Vice-Chancellors of member universities of AIU regarding the ranking, rating and accreditation; policies and systems at present.
  - The grievances and concerns of all the AIU member universities' Vice-Chancellors in regard to ranking, rating and accreditation as at present.
  - Specific standards of ranking pertaining to the specific domain of the university must be formed;
  - Forming of such committees where there is representation of Vice-Chancellors from not only premier universities but other category universities as well;
  - The RRA Committee has 3 Months period to submit its recommendations in the form of a document of RRA; wherein if the chairman of the committee desires, a particular expert of the field may also be invited as a special invitee to the committee.
  - On the basis of the recommendations of the RRA Committee and to the Chairman of AIU will take up the recommendation to Hon'ble Minister of Education, NAAC, NIRF and others.
4. Dr. (Mrs.) Pankaj Mittal, Hon'ble Secretary General, AIU suggested the following:
- There is a need of not only different ranking standards; but providing guidelines to the universities for improving their quality and rankings;
  - In future AIU shall provide paid consultancy to the universities regarding improving their quality and accreditation;
  - The framework of World Ranking is also significant for Indian universities to enter the chart of first top hundred world universities;
  - The research publications in SCOPUS and WOS must be improved, along with international diversification in terms of students and faculties;
  - The cohort utilized for conducting the reputation survey is devoid of Indian academicians and employers which must be improved;
  - RRA Committee more preferably should guide AIU member universities to improve their national as well as world rankings;
  - The document/report produced by RRA Committee, covering the above stated aspects will be a well-rounded document for enhancing the quality and ranking of Indian universities.
5. Prof. P. B. Sharma, Hon'ble Chairman, recommended the following:
- In the accreditation system, Academic Reputation is one of the most significant consideration, as it considers the stakeholders' perception of the university;
  - In today's time transparent and truthful marketing of universities by universities is very essential;
  - The synergy between Indian and International ranking procedures must be created for Indian universities to excel;
  - AIU may introduce the mentors/advisors to the Universities who will guide/hand-hold universities towards improving their quality and accreditation gradings.
  - The government may facilitate the establishment of Central Instrumentation and Research Facilities (CIRF) at selected places in the country where research scholars can conduct their research at affordable prices;



- Standard Operating Procedures must be framed for the accreditation process to be at par with world rankings;
  - RRA committee must analyse how private agencies in foreign countries like the USA conduct the rating and ranking of the universities;
  - Prof. Sharma the presentation on some of best practices implemented by Amity University, and suggested that each member may share in two to five minutes few points they feel like to be taken under further discussion.
  - Prof. Sharma recommended each member carries out an indepth study of on the criteria of evaluation of universities.
6. Prof. S. Gowri, Member, spelled his concerns and suggestions as following:
- Allocation of funds to state universities is lesser, finance is a concern;
  - Evaluation criteria should be different for older universities than newly established universities;
  - The quality of faculties at the entrance must be checked and during the tenure track must be enhanced to meet the international standards.
7. Prof. Neelima Gupta, Member, recommended the following:
- The data showcasing the accredited universities will help the committee to identify the gaps to be filled and also help identify the universities in dire need of accreditation;
  - The allocation of funds to colleges and universities is limited, also they do not have the autonomy to utilize those funds; which should be addressed;
  - Digital transformation can be practised in terms of sharing of research facilities, laboratory facilities, library facilities with less privileged colleges and universities;
  - International collaborations should be improved to help elevate Indian Universities.
8. Prof. Jagannath Patnaik, Member, suggested the following:
- The private agencies and media-agencies have a powering influence on students in terms of ranking and ratings of the universities, instead of the ranking allocated by the national councils/boards, this issue must be addressed;
  - RRA Committee's document preferably should be a guiding document instead of policing document for the universities.
9. Prof. Ami Upadhyay, Member Secretary, recommended the following:
- The grading that happens with rating and ranking system decides the allocation of funds to a particular university, which is a concern;
  - The ranking and accreditation should be sensitive and inclusive of sectorial universities like state open universities, teacher education universities, forensic science universities, Children's University, Sports University, Railway University etc.
  - Sometime criteria under Ranking-Rating and Accrediation manuals or norms of UGC are contradictory to the recommendations under NEP 2020.
  - Universities have limited or no autonomy in terms of innovative courses and nomenclature, as they need UGC's approval for launching the courses; especially in case of OUs.



- The accreditation can be section-wise; where the role of UGC or state government is also evaluated in terms of their contribution towards that particular university;
- Purpose or criteria of the allocation of grants should be revisited, so as to strengthen the less privileged universities;
- The ranking criteria can be revisited to serve the purpose of Indian universities keeping in mind the guidelines of the National Education Policy-2020.

10. Prof. P. B. Sharma summed up the meeting, by prompting the members to suggest the names of 3-4 individuals to be co-opted in the committee as special invitees and organizing the next committee meeting within a month.

Meeting ended on a note of mutual thanks.



Prof. Ami Upadhyay  
Member Secretary,  
Rating, Ranking and Accreditation Committee

## ANNEXURE-II



### Dr. Babasaheb Ambedkar Open University

(Established by Government of Gujarat)

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No. BAOU/VC/449/2021

Date-09/12/2021

#### Association of Indian Universities

#### Ranking, Rating and Accreditation Committee

#### Meeting II – 16.11.2021

Second "Ranking, Rating and Accreditation" Committee Meeting of AIU was held via virtual platform on 16<sup>th</sup> November 2021.

The following members participated:

1.	Prof. P. B. Sharma	Hon'ble Vice-Chancellor, Amity University	Chairman
2.	Prof. Neelima Gupta	Hon'ble Vice-Chancellor, Dr. Harisingh Gour Sagar University	Member
3.	Dr. S. Vaidhyasubramaniam	Hon'ble Vice-Chancellor, SASTRA University, Tamilnadu	Special Invitee
4.	Dr. Kamal Kant Dwivedi	Former Vice-Chancellor, ITM, Gwalior	Special Invitee
5.	Prof. Ami Upadhyay	Hon'ble Vice-Chancellor, Dr. Babasaheb Ambedkar Open University	Member Secretary

Note: Members Dr. Jagannath Patnaik (Hon'ble Vice-Chancellor, ICFAI) and Prof. S. Gowri (Hon'ble Vice-Chancellor, University of Madras) were unable to join the meeting.

#### Minutes of the Meeting

1. Prof. P. B. Sharma, Chairman of the Committee welcomed the members and special invitees. He provided a brief background and the core objective of this committee.
2. **Prof. P. B. Sharma, Chairman of the Committee, discussed the following:**
  - He made a detailed Power Point Presentation on the Issues and Concerns in Accreditation, Ranking and Grading of a University by NAAC and NIRF.
  - It included analysis of the framework utilized by NIRF, NAAC, NBA, AICTE and QS World University Rankings for ranking and accreditation.
  - He also discussed about the Benefits of accreditation, Importance of accreditation, Issues and challenges in accreditation, presented the statistical data of top 100 NIRF universities.

- He also presented the feedback/comments/suggestions on NIRF received from the survey conducted by sending a structured questionnaire to all the Vice-Chancellors of Indian Universities in the month of October 2021.
  - Prof. P. B. Sharma recommended that separate categories of ranking system should evolve for sectorial universities such as Law, Medical, Agriculture, Technology, and so on.
  - Indian universities must encourage and promote Post-Doctoral Fellowships for enhancing the quality of research ultimately leading to better rankings and ratings.
3. **Dr. Kamal Kant Dwivedi, Special Invitee to the Committee suggested the following:**
- Extra-curricular and Co-curricular activities must be given due weightage in Higher Education, for NEP-2020 also promotes that development of mind and body is a significant aspect of 'quality' teaching and learning.
  - NAAC and NIRF lack in providing a roadmap to the universities to improve in the areas in which they are lacking, these ranking bodies must prepare a well-defined model of evaluation which provides clarity to HEIs regarding data-analysis and data-presentation.
  - Any system/framework for ranking should be transparent enough for the university academia to comprehend and act upon instead of hiring consulting agencies for this task.
  - A significant one-point solution to all the issues and challenges in higher education is that of having 'a robust strategy for attracting the best minds to academia'.
  - Further, Indian universities must provide Under-Graduate Fellowships for research, in order to encourage and incubate fertile and creative minds towards innovation and research.
4. **Dr. S. Vaidhyasubramaniam, Special Invitee to the Committee recommended the following:**
- Employ 'Binary Accreditation' system (either HEI is accredited for three or five years or not-accredited) instead of scoring system where valuation becomes subjective and hinders universities for entering into second or third cycle of accreditation.
  - The role of industry in NAAC is missing, NAAC Peer Team does not have a member of industry, nor is that criteria visible in formulating metrics. Industry insight must be incorporated into accreditation process.
  - There should be calibration of accreditation standards between public vs. private universities.
  - NIRF has the potential to emerge as the World Ranking body, it should be promoted for ranking world universities because it is quantitative and robust which has 90% weightage on data and only 10% weightage on perception, whereas QS emphasizes more on reputation/perception which has 50% weightage.
  - Once NIRF notifies the metrics/methodology for a particular year, it must not change the methodology after collecting the data from HEIs.
  - In ranking system a metric should be included for number of faculties creating and conducting online courses, rather than only focusing on number of faculties publishing research papers.
  - Present ranking system has a metric of number of publications per faculty, but it should also include a metric focusing on research funding per faculty.
  - NIRF and NAAC have removed the metric of research funding received from private/industry corporations, in spite of the fact that private corporations provide large amounts of funds to the universities for research. It should be revived in the system.

- At present NIRF is not recognizing FIST and INSPIRE research fellowships as research grants, these must be recognized.
- NIRF should provide scores for technology-incubation, business-incubation, social incubation, start-ups on the campus, incubatees on the campus, and more.
- The multi-campus universities must enter into campus-wise and separate entity-wise accreditation process rather than multi-campus being aggregated under university ranking, this will provide more transparent picture to the students and stakeholders.
- Presently the metric of scholarships awarded to students is evaluated on the basis of the number of students awarded scholarships by the university which allows for malpractices. Instead this metric must be evaluated on the basis of quantum (the total scholarship given to meritorious students).
- Medical colleges should have a separate accreditation system due to its sheer nature and working style.
- HEIs must be allowed for self-accreditation as the methodology/metrics for accreditation is available in the public domain.

**5. Prof. Neelima Gupta, Member, suggested the following:**

- The ranking and accreditation framework must be different for specialized universities as well as for HEIs established in rural areas vs. urban areas.
- The metric of Rural Development must be included in accreditation process, as NEP-2020 also promotes the same.
- The concern of HEIs entering into the second and third cycles of accreditation must be addressed because there is an element of discouragement attached to them, fear of losing the scores.
- The quality of faculties is a significant criterion and so vacant teaching posts must be filled with qualitative faculties.
- Grants and funds received from corporates must be recognized in accreditation process.

**6. Prof. Ami Upadhyay, Member Secretary, recommended the following:**

- 'Binary Accreditation' system (Accredited or not accredited) does not encourage or motivate the universities to raise their own bars and improve their own standards, hence it should not be promoted.
- Present accreditation system is based on the number of grants received, amount of funds received, etc. rather it should evolve a system which provides scores on the basis of 'quality of education'; which should be at par even for the specialized/sectorial universities.
- Manuals of ranking agencies must be studied objectively and minutely, as they have scores/criteria for Biomedical waste, etc. which is not possible for Open Universities or other universities not offering medical programmes. This must be revised.
- In accreditation system, there should be separate components such as scores for the aspects in the purview of university itself, scores for the aspects in the purview of university and bodies such as UGC, AICTE and scores for the aspects in the purview of university and State or Central Government) because matters such as land acquisition, launching of programmes, etc. are subject to approval from Government and UGC respectively.

7. Prof. P. B. Sharma, Chairman, proposed that Prof. Neelima Gupta, Dr. S. Vaidhyasubramaniam, Dr. Kamal Kant Dwivedi prepare a concept paper consisting of critical assessment of the current

state-of-affairs of NIRF, NAAC and also World Ranking systems and impactful recommendations that enable our national ranking systems towards international benchmarks.

8. Prof. P. B. Sharma suggested that the committee's report will be submitted to the AIU by 15<sup>th</sup> December 2021.
9. He also proposed that the Members and Special Invitees of the Meeting prepare and share the detailed recommendations for raking, rating and accreditation which will be then compiled by the Chairman and Member Secretary of the Committee.
10. Prof. Ami Upadhyay suggested that the Members and Special Invitees share their points/recommendations presented by them in the meeting via E-mail.

The meeting concluded with a note of mutual thanks.



Prof. Ami Upadhyay  
Member Secretary,  
Rating, Ranking and Accreditation  
Committee



# **Welcome to the 2<sup>nd</sup> Meeting of the AIU Committee on**

# **Issues and Concerns in Accreditation, Ranking and Grading of a University by NAAC & NIRF**

16<sup>th</sup> November 2021

**Prof. P.B. Sharma**

**Past President AIU**

**Vice Chancellor**

**Amity University Gurugram**

**Chairman, Ranking and Accreditation Committee of AIU**

**Earlier : Founder Vice Chancellor DTU & RGTU**

**Past President of AIU**





## AIU Committee for Ranking, Rating and Accreditation

**Col (Dr) G Thiruvassagam**

**Hon'ble President of AIU**

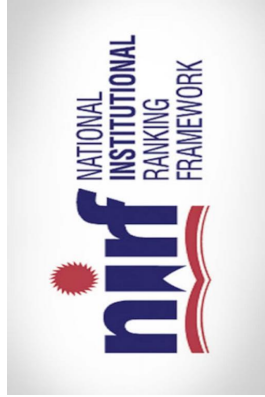
**Dr Pankaj Mittel**

**Secretary General of AIU**

- **Prof P.B. Sharma** - **CHAIRMAN**  
Former President, AIU & Vice-Chancellor, Amity University Haryana
- **Dr. Ami Upadhyay** - **MEMBER SECRETARY**  
Vice-Chancellor, Dr. Baba Saheb Ambedkar Ahmedabad
- **Dr. S. Gowri** - **MEMBER**  
Vice-Chancellor, University of Madras
- **Dr. Neelima Gupta** - **MEMBER**  
Vice-Chancellor, Tilka Manjhi Bhagalpur University
- **Dr. Jagannath Patnaik** - **MEMBER**  
Vice-Chancellor, The ICFAI University
- **Dr. Suranjan Das**, Vice-President of AIU, Hon'ble  
Vice Chancellor Jadavpur University
- **Dr. S. Vaidhyasubramaniam**, Hon'ble Vice  
Chancellor, SASTRA University
- **Dr KK Dwivedi**, Former Vice Chancellor, ITM  
Gwalior

**Special Invitees:**

## Ranking and Accreditation Systems



Engineering  
Accreditation  
Commission





## National Ranking Systems





## Why Accreditation ?



- Accreditation is a formal recognition of an educational institution or a degree program by an external authorized agency based on some well-defined and documented criteria and standards.
- Accreditation is a form of Quality Control, ensuring that institutions of higher education satisfy the defined Standards of Quality and Reliability
- **Accreditation means the act of granting approval to an organization by an official review board after online as well as Peer Team verification that the organization has met the specified benchmarks of Quality and Excellence**



## Accreditation- Is it Mandatory?



Accreditation is not a mandatory process but has emerged as an essential feature of QA for the college & universities.

It is completely voluntary in nature. But not some thing that can be put on backburner for long. As international recognition of degrees would necessitate NBA accreditation.

NBA is currently the accreditation agency for Technical Education Programs in institutions and universities that apply for it. NAAC is institutional Accreditation for colleges and universities.



## Benefits of Accreditation



- Helps the institution to know its strengths, weaknesses and opportunities.
- Initiates Institutions into innovative and modern methods of pedagogy.
- Gives Institutions a new sense of direction and identity.
- Provides society with reliable information on quality of education offered.
- Students studying in NBA accredited programs can be assured that they will receive education which is of high academic quality and professional relevance.



## Benefits of Accreditation

- Accreditation assures prospective employers that students come from a program where the content and quality have been evaluated by a Peer Group, satisfying established standards.
- It also signifies that the students passing out have acquired competence based on well-established Outcome Based program delivered with focus on outcome with well defined Benchmarks of Quality.
- Accreditation helps in gaining confidence of stakeholders and in giving a strong message that as a country, our technical manpower is of international standards. Accreditation would thus be very useful in enhancing the global mobility of our technical manpower.



## Importance of Accreditation in the Life of University

- Accreditation protects the interests of students, their parents, the academic institutions themselves, and potential employers, by ensuring that the educational programs offered have attained a level of Quality that meets or exceeds standards that were developed by experts in the field.
- Accreditation plays a major role in selecting the right university and the course.

Whether you're attending community college or a four-year university, accreditation is something you shouldn't overlook.







## Seven Criteria of NAAC Assessment



AMITY  
UNIVERSITY  
HARYANA

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







## Grading System for NAAC Accreditation

Source: Grading System of NAAC

Criteria	Universities	Autonomous Colleges	Affiliated/Constituent Colleges
1. Curricular Aspects	150	150	100
2. Teaching- Learning and Evaluation	200	300	350
3. Research, Innovations and Extension	250	150	120
4. Infrastructure and Learning Resources	100	100	100
5. Student Support and Progression	100	100	130
6. Governance, Leadership and Management	100	100	100
7. Institutional Values and Best Practices	100	100	100
<b>Total</b>	<b>1000</b>	<b>1000</b>	<b>1000</b>



## NAAC Grading System



CGPA (Cumulative Grade Point Average)	Grade	Status	Performance of Institute
3.51 – 4.00	A++	Accredited	Very Good
3.26 – 3.50	A+	Accredited	Very Good
3.01 – 3.25	A	Accredited	Very Good
2.76 – 3.00	B++	Accredited	Good
2.51 – 2.75	B+	Accredited	Good
2.01 – 2.50	B	Accredited	Good
1.51 – 2.00	C	Accredited	Satisfactory
Less than 1.50	D	Not Accredited	Unsatisfactory



## Issues & Challenges



- **Organizational Issues – Statutory Bodies - Representation of Industries and Corporates and Outside Academic Experts**
- **Faculty Performance Issues – Percentage of Faculty with PhD, Publications per faculty in reputed Journals (Scopus, Web of Science etc.), Citations, R&D Projects undertaken, IPR & Patenting, Startups and Technology Transfer**
- **Student Support and Progression Issues – Student Diversity, Scholarships, Placements, Examination Results, Student Satisfaction and Alumni Engagements.**
- **Social/ Environmental Issues – Support to Local Community, USR Activities, Green Initiatives and Green Practices, Ethics, Values and Professional Morals**
- **Infrastructure, Learning Resources and Research Issues – ICT Enabled Classrooms, Smart Classrooms, Virtual Labs, E-Library, E- Courses, WiFi Connectivity and Knowledge Network.**
- **Governance, Leadership & Innovation Issues – Incentives, Rewards, Performance Evaluation, Innovative Initiatives**



## Issues & Challenges

- The process of NAAC accreditation covers all the institutions under same criteria and metrics, which is not fit for all institutions.
- The transparency is fine from the point of view of data submission and SSR. But the process of DVV is more technical than objective. The defined SoPs need to be more object oriented.
- R & D and Publications form a major activity in a university. However, these are not properly considered by NAAC evaluation. For example, publications per faculty rather than publications of high quality and impact are accounted. Better would have been to give some credit to top 50 publications from the University and their combined impact factor and citations.
- Likewise, R&D Projects are evaluated more on numbers rather than their impact and outcome. Consortium projects collaborating reputed universities in India and abroad should be encouraged by NIRF and NAAC.
- Knowingly that patent publication takes 4-5 years, weightage is given to published patents rather than patent filed.



## Issues & Challenges

- Institutions offering open and distance education using multimedia strategy attract higher number of students from different backgrounds. These institutions are not covered under accreditation agencies.
- Accreditation for distance education programs should be separately structured under NAAC.
- The institutions in the rural areas find it difficult to make academia-industry relations as most of the industries are in cities and they are not approachable by them. However, there is no reason why they should not be rewarded for their community connect and rural innovations more.
- The University's IQAC should keep maximum transparency and accountability in the internal mechanism to provides self-introspection and self-evaluation.
- Culture of quality necessitates quality at all levels, requires quality mindset, identified quality circles, internal and external audit with objectivity and keenness to improve.



## NIRF Rankings



- The National Institutional Ranking Framework is a methodology adopted by the Ministry of Education, Government of India, to rank institutions of higher education in India.
- The Framework was approved by the MHRD and launched by Minister of Human Resource Development on 29 September 2015.
- There are separate rankings for different types of institutions depending on their areas of operation like
  - Universities and Colleges,
  - Engineering Institutions,
  - Management Institutions,
  - Pharmacy Institutions
  - Architecture Institutions.



## NIRF Rankings Parameters and Weightage



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Sl.No	Parameter	Marks	Weightage
01	Teaching Learning & Resources	100	0.3
02	Research & Professional Practice	100	0.3
03	Graduation Outcome	100	0.2
04	Outreach & Inclusivity	100	0.1
05	Perception	100	0.1

Sources: <https://www.nirfindia.org/2019/Ranking2019.html>



## NIRF PARAMETERS FOR RANKING



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### Teaching, Learning & Resources (TLR)

- Student Strength including Doctoral Students (SS) **20 Marks**
- Faculty-student ratio with emphasis on permanent faculty (FSR) **30 marks**
- Combined metric for Faculty with PhD (or equivalent) and Experience (FQE) : **20 marks**
- Financial Resources and their Utilisation (FRU) **30 Marks**

### Research and Professional Practice (RP)

- Combined metric for Publications (PU) **35 marks**
- Combined metric for Quality of Publications (QP) **35 Marks**
- IPR and Patents: Published and Granted (IPR) **15 marks**
- Footprint of Projects and Professional Practice (FPPP) **15 marks**





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## NIRF PARAMETERS FOR RANKING

### Graduation Outcomes (GO)

- Metric for University Examinations (GUE) **60 Marks**
- Metric for Number of Ph.D. Students Graduated (GPHD) **40 Marks**

### Outreach and Inclusivity (OI)

- Percentage of Students from Other States/Countries (Region Diversity RD) **30 marks**

- Percentage of Women (Women Diversity WD) **30 marks**

- Economically and Socially Challenged Students (ESCS) **20 marks**

- Facilities for Physically Challenged Students (PCS) **20 marks**

### Peer Perception

- Academic Peers and Employers (PR) **100 marks**



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## An Analysis of Top 100 Rankings in NIRF suggests that 1 Out of 5 Vital Parameters 3 make us More Happy

- ❑ **Graduation Outcomes** (Average score of 69.52 out of 100),
- ❑ **Outreach & Inclusivity** (Average score of 58.14 out of 100)
- ❑ **and Teaching, Learning & Resources** (Average score of 55.85 out of 100).
- The standard deviation for these parameters is in the range of 8%-10% for all three measures.
- So, it appears that the health of the Indian higher education system is good as far as these three measures are concerned and the universities, in general, can be proud of their achievements in these areas.



**Top 100 Rankings in NIRF also suggests that the remaining 2 make us not so happy.**



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- The parameters that make us “not so happy” – **Perception** (Average of 31.78 out of 100) and
- Research & Professional Practice** (Average of 25.82 out of 100).
- The standard deviation is high in both cases, around 14% displaying great disparities between institutions. These are certainly dampeners in the overall scores of the Indian universities.  
These two parameters –or vitals –certainly need a deeper introspection.
- Perception comprises the components of both Peer Perception: Academic Peers and Employers (70%) and Accreditation (30%).**



## Top 100 Rankings in NIRF also suggests that the remaining 2 make us not so happy.



- So, it is important to reflect on why the Indian higher education industry is not being perceived positive by the respective stakeholders.
- Few quick suggestions** - There should be a focused attention to publicizing major developments and accomplishments so as to leverage upon institution's competitive edge in today's world.
- The focus should shift from “**mere reporting**” to “**high visibility**” for such positive developments and accomplishments.
- Social media should be used as a strategic tool (or I would prefer to use the word weapon here!), to let the world know of all achievements big and small.**
- Needless to say, a good score in accreditation is becoming more important than ever.



**R&D Projects, Publications, Innovations and Patents deserve a Greater Consideration as these are the real differentiators of the HEI**



- Research and Professional Practice certainly deserves greater and focused attention by both the policymakers as well as the HEIs.**
- This captures - Combined metric for Publications (Average score of 9.93 out of 35),
- Combined metric for Quality of Publications (Average score of 11.93 out of 35),
- IPR and Patents: Published and Granted (Average score of 2 out of 15)
- And Footprint of Projects and Professional Practice (Average score of 1.96 out of 15). These include revenue generation from research funding, consultancy and Executive Development Programs. Here at present, there is a wider disparity (Rank No-1 has R&D funding of 445 Crores while No- 2 & 3 have Rs 29.41 Crores and 40.86 Crores. Rank no – 52 and 100 have Rs 47.62 Crores and Ra. 99.6 Lakhs respectively.
- It is for this reason the current weightage for Research Funding is only 5 Marks out of 15 for Research and Professional Practices**



## R&D Projects, Publications, Innovations and Patents deserve a Greater Consideration as these are the real differentiators of the HEI



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- ❑ **“Research and Professional Practice” is fundamental to any academic institution and certainly universities have to introspect on the scores obtained.**
- ❑ The policymakers also need to see what measures could be taken in the ecosystem to strengthen the much-required R&D and Innovation culture in HEIs.
- ❑ Rewarding quality than mere quantity for early researchers can go a long way in shaping and steering the research culture in the right direction.
- ❑ **Mentorship of young researchers by accomplished peer researchers could play an important role.**
- ❑ The university Leadership also has a role to play. For example, it is common to observe that educationists who have a good research record in their active teaching career are able to cultivate a better research environment when they assume leadership roles at the institutions



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## Sample Survey Conducted and Feedback received from 90 Universities on NIRF

- Central University of Jharkhand
- NIPER S.A.S. Nagar
- Hidayatullah National Law University
- Shoolini University of Biotechnology and Management Sciences
- Central university of Haryana
- Rajiv Gandhi National University of Law, Punjab
- Head(SMET), Indian Maritime University, Chennai Campus, Chennai-600 119.
- Sri Devaraj Urs Academy of Higher Education and Research
- Avinashilingam Institute For Home Science And Higher Education For Women (Deemed To Be University), Coimbatore - 641 043, Tamil Nadu
- Baddi University of Emerging Science and Technology
- Dravidian University Srinivasavanam, Kuppam
- Amity University Rajasthan
- Chanakya National Law University
- Academy of Scientific and Innovative Research (AcSIR) An Institution of National Importance
- ICFAI University Sikkim
- Maulana Azad National Institute of Technology, Bhopal
- Teerthankar Mahaveer university
- Amity University, Punjab
- Assam Don Bosco University
- Charotar University of Science and Technology, Changa
- SRM INSTITUTE OF SCIENCE AND TECHNOLOGY
- IQAC LNMU
- Mangalore University
- Amity University Kolkata





## Sample Survey Conducted and Feedback received from 90 Universities on NIRF



- TANUVAS
- Pacific Academy of Higher Education and Research University
- Fakir Mohan University Balasore Odisha
- Pacific Academy of Higher Education and Research University
- Fakir Mohan University Balasore Odisha
- Vinayaka Mission's Research Foundation (Deemed to be University under section 3 of the UGC Act 1956), Abhilashi University Mandi, H.P.-175045
- Guru Nanak Dev University
- Indian Institute of Science
- Oriental University, Indore
- AMET Deemed to be University, Chennai 603 112, India
- Dharmsinh Desai University Nadiad
- International Institute for Population Sciences Mumbai
- Manipal Academy of Higher Education
- Berhampur University (Odisha)
- Satvahana University
- Department of Power Engineering Jadavpur University, Kolkata
- CSKHPKV Palampur
- Amity University Madhya Pradesh
- Shobhit Institute of Engineering and Technology (Deemed to-be University)
- Amity University Uttar Pradesh
- DIT University
- Central University of Jharkhand, Ranchi
- Cochin University of Science and Technology Kochi-22 Kerala.
- Central university of Jharkhand
- D. Y. PATIL EDUCATION SOCIETY, KOLHAPUR (Institution Deemed to be University)



## Sample Survey Conducted and Feedback received from 90 Universities on NIRF



- Dr NTR University of Health Sciences
- Jagannath University, Bahadurgarh, Haryana
- Navsari Agricultural University
- University of science and technology Meghalaya
- Sri Sathya Sai Institute of Higher Learning (Deemed to be University)
- Indian Institute of science Bangalore
- Savitribai Phule Pune University
- ICAR - Indian Veterinary Research Institute, Izatnagar
- Raffles University
- Kurukshehra University, Kurukshehra
- Channamma University, Vidyasangam, NH-4, Belagavi
- Central University of Jharkhand
- Junagadh Agricultural University
- Director - IQAC
- ICAR-National Dairy Research Institute
- IIS (Deemed to be University)
- SKUAST-Kk
- Centurion University of Technology and Management, Odisha
- IIIT Hyderabad
- Vidyasagar University, West Bengal
- Vice-Chancellor, Gulbarga University, Kalaburagi

[Click Here for Online Survey Form](#)



## Glimpses of Comments/ Suggestions received from Vice Chancellors of Indian Universities on NIRF

- ❑ A structured questionnaire was sent on 11<sup>th</sup> October 2021 to all the Vice Chancellors of Indian Universities for their feedback on NIRF Ranking Parameters – Link
- So far around 30 feedbacks have been received, these include feedback from IISc Bangalore, Pacific Academy of Higher Education and Research University, Centurion University of Technology and Management, Odisha, ICFAI University Sikkim, Assam Don Bosco University, SRM Institute of Science And Technology, Indian Institute of science Bangalore, Rajiv Gandhi National University of Law, Punjab, Rani Channamma University, Vidyasangam, Belagavi, Charotar University of Science and Technology, Changa, Fakir Mohan University, Balasore, Odisha, Manipal Academy of Higher Education, University of science and technology Meghalaya, Shoolini University of Biotechnology and Management Sciences, Jadavpur University, Kolkata, Maulana Azad National Institute of Technology, Bhopal, Mangalore University, Cochin University of Science and Technology, Amity University, Punjab, Sri Sathya Sai Institute of Higher Learning, Vinayaka Mission's Research Foundation, D. Y. Patil Education Society, Kolhapur, Satavahana University, Dharmsinh Desai University Nadiad, Academy of Scientific and Innovative Research (AcSIR) An Institution of National Importance, Dr NTR University of Health Sciences, Oriental University, Indore
- ❑ These are included in the quick analysis presented herein.
- ❑ A more comprehensive view on the feedbacks from Vice Chancellors received up to 25<sup>th</sup> October 2021 will be taken by the AIU Committee on Ranking, Rating and Accreditation before finalizing its report.



## **Glimpses of Comments/ Suggestions received from Vice Chancellors of Indian Universities on NIRF**

- The weightage for perception may be increased to, for example, 15% and the weightage for Graduation Outcome may be reduced to, for example, 15%. The latter takes approved intake, etc., rather than the actual number joined, and is therefore significantly affected by variability.
- Perception to be removed. Parameter on facilities for physically challenged to be removed since all are scoring full. Also weight for pass % be removed since most of them are scoring full.
- The cap on the research score may be removed or raised.
  - Weight may be given to the number of international collaborations.
  - Weight may be given to the number of international joint research publications.
  - Weight may be given to the number and importance of central facilities on campus.



## Glimpses of Comments/ Suggestions received from Vice Chancellors of Indian Universities on NIRF

- Citations per faculty lends unnecessary emphasis on numbers, it should be replaced by citations per paper, which is indicative of the quality.
- IPR and Patents is not the indicator for research quality and hence should be excluded. It does not figure neither in the QS nor in the THE. It is not a parameter of quality outcome and thus important for return of investment in R&D.
- Should consider the constraints of Publicly funded Universities -Younger and older Universities should be given appropriate considerations, Private and Publicly funded Universities should not be compared. Rurally located Universities to be taken into consideration.
- Copyrights are not given any weightage in NIRF. This is disheartening for those innovators and creative persons with non-patentable skills.
- With NMC accepting other indexing agencies for publication, medical faculty fail to stretch for Scopus and WoS. Alignment of NMC guidelines with NIRF would be better.



## Glimpses of Comments/ Suggestions received from Vice Chancellors of Indian Universities on NIRF



- More details related to the methodology of weighing 'Online education' could be given
- Since 'Faculty – student ratio (FSR)' is an important component of overall quality, this may be valued in full or the cap may be raised.
- Similarly, metrics related to research outcomes may be valued in full, on account of their importance, or the caps may be raised.
- NIRF requires ideally equal faculty in the brackets of 0-8 years' experience, 8-15 years and, 15 years and above (1:1:1) (i.e. blend of young and experienced faculty is required). Most of the NLU's have been established in 21st Century and they do not possess faculty with the above experience in the ratio of 1:1:1 and therefore they are on the losing side.
- Research and Professional Practice (RP) parameters are not suitable for NLU's.
- Publication data is taken from two sources only i.e. Scopus and Web of Science. In Law disciplines there are only a few journals which are indexed in Scopus and as such, there are very few or no publications in Scopus or Web of Science. Accordingly, HEI in law discipline suffer. NAAC is using/considering publications in UGC Care list journals whereas NIRF is only using publication data from Scopus and Web of Science. There is a need to rationalize the same.



## Glimpses of Comments/ Suggestions received from Vice Chancellors of Indian Universities on NIRF

- In NAAC, the DVV process needs to be made more objective, agile, and specific. Sometimes, recommended inputs from DVV (deviation from the HEI inputs) without any elaborative clarification is frustrating to HEI. The main concern may be the interpretation gap existing between documents prepared and submitted by HEI and documents expected by DVV. More agility and acceptance is needed to consider diverse documentation practices followed at HEI.
- Certification through SWAYAM course and credit transfer to transcript is not practicable in PG courses of duration 2 years. Instead of online education, outcome-based skill enhancement courses may be included to transfer credit at institutional level.
- Transparency in the process may be validated for placement data from recruited agencies or through third party sources.
- Presently allocation of allotment of grants to Public Universities however these needs to be equally distributed to private /Deemed to be universities 3. More autonomy to private institutions for Academic innovations, international collaborations including incorporating international academic credits for attracting international students



## **Glimpses of Comments/ Suggestions received from Vice Chancellors of Indian Universities on NIRF**

- All the metrics are not equally applicable for every type of HEI in India. For example, the scope of Regional Diversity is very limited for State Universities. . The funding available to all the HEIs is not balanced. It is important to judge the FRU parameter in terms of resource available against output. For example, the per capita funding can be judged against student placement and progression/median salary/PhD produced etc. Publication in social science and humanities are not captured well under the present methodology.
- Government funded institutions grow and sustain on taxpayer's money, while the private ones do not have any such support. The levelled ground is important for fair competition. There should be an in-put to out-put ratio of the public fund for evaluation.
- Various Regulatory agencies have harsh rules for the private universities. The mechanisms of regulation need to be looked into for fair play and objectivity.
- Is there a possibility for NIRF & NAAC to come up with a combined eclectic model of assessment- to reduce the time spent by HEI in these matters?





## Glimpses of Comments/ Suggestions received from Vice Chancellors of Indian Universities on NIRF



- There should be due weightage and credit for institutions providing right compensation, incentives for research and publications, entrepreneurial opportunities to students and faculty. There should be points for institutions sending faculty members for industry exposure through faculty internships. Several institutions provide income sharing opportunities for consultancy projects. Such policies and incentive schemes should get due weightage in accreditation and rankings.
- Examination parameters are vague and need s to be more detailed and precise. 2. Provision for Transgenders are missing 3. The point related to mandatory assessment on the basis of foreign students admissions 4. There should not be mandatory requirement to appoint faculties from abroad looking financial constraints and grant related issues faced by Central/State/Law Universities etc. 5. Some parameters should be aligned as per the requirements of Law Universities.
- 1) NIRF Ranking should be done separately. It shall not be compared with IIT, IIM. 2) Colleges / Universities with PG Programmes score less in Research normally. 3) No validation of data provided by the Institute.



## Glimpses of Comments/ Suggestions received from Vice Chancellors of Indian Universities on NIRF



- **Research must also be given higher weightage.** There must be a distinction in scores by the quality of publications that the faculty members are bringing out. Moreover, per-capita publication for an institute/university must be considered in place of number of publications to ensure fair competition between large and small institute/university.
- **A few criterion, such as IPR or patent, may not be applicable to all disciplines (like arts, social sciences, etc.).** So, either these could be made optional or may be replaced with a suitable discipline-specific parameter.
- The contribution of the institute/university in terms of policy inputs may also be included in the NIRF ranking.
- There must be some distinction among the contributions from faculties (As universities with senior faculties are more productive as compared to universities with young faculties). It's just a suggestion.
- Emphasis should also be given qualities of creativity, dedication to help the societies and countries, contribution for the development of the University.



## Glimpses of Comments/ Suggestions received from Vice Chancellors of Indian Universities on NIRF



- **Ranking should be based on NAAC accreditation. The lengthy process of NIRF may be avoided.**
- **New Category of Agricultural University should be introduced in NIRF Ranking.**
- Some parameters of Social responsibility should be included,
- In IPR other parameters like innovative technology, Trademarks, Copyright, New Crop Variety, Geographical indications etc all should be added rather than only patent.
- **Weightage of perception should be reduced.**
- **For multi campus universities NIRF should take submissions from different campuses separately.** It will help the stakeholders in general and parents/students in particular to know about the status of each campus of a particular university and accordingly take admission decision.
- **In NIRF a separate Discipline may be provided for Maritime Universities.**
- “ Patents” be given a differential treatment in universities, like, for example, Universities of ‘ Languages and Culture’ ( for an instance Dravidian University), acquiring patents by the faculty in the regular sense may not happen. In this regard, it is agreed that acquiring Patents is a welcome mater. However, universities with special character may also be provided with an alternative metric in this regard.

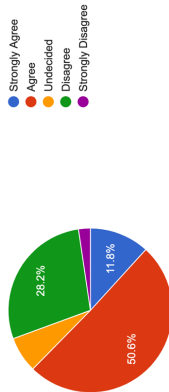


## Sample Survey of Perceptions of Vice Chancellors of Indian Universities on NIRF

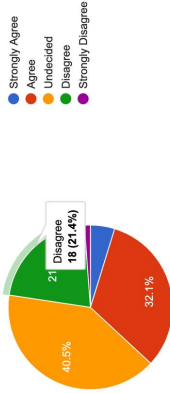


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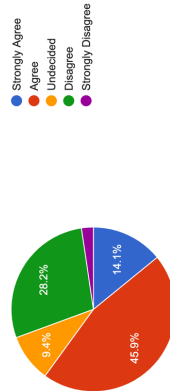
Q1. In your opinion, does NIRF consider all important aspects while calculating the aggregate score?  
85 responses



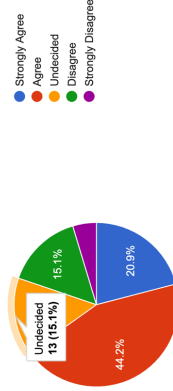
Q3. Does NIRF capture nuances of global ranking-QS Ranking & THE-well?  
84 responses



Q2. Are the weights assigned to each of the five parameters considered in NIRF appropriately given?  
85 responses



Q4. If NIRF is aligned more along with the parameters of those used in the global ranking, will it be good for Indian institution to overall step up than global ranking?  
86 responses





# Sample Survey of Perceptions of Vice Chancellors of Indian Universities on NIRF



Q5. Should accreditation scores be given weightage in ranking?  
86 responses



Q7. Would adding more areas covered in NAAC to NIRF support in stepping up ranking in higher education institutions?  
86 responses



Q6. Does NIRF capture all important aspects as given in NAAC?  
83 responses



Q8. Is the number of quality publications coming out of Indian Universities adequate?  
85 responses





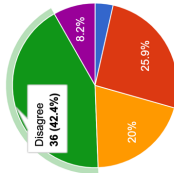
## Sample Survey of Perceptions of Vice Chancellors of Indian Universities on NIRF



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Q9. Can the number of R&D projects currently being pursued by academicians be compared well with international benchmarks?

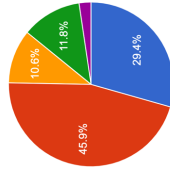
85 responses



Strongly Agree  
Agree  
Undecided  
Disagree  
Strongly Disagree

Q11. In order to bring in practical learning, should corporate exposure for faculty be given consideration in NIRF?

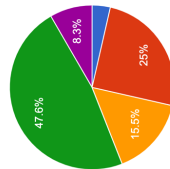
85 responses



Strongly agree  
Agree  
Undecided  
Disagree  
Strongly Disagree

Q10. Is the number of patents published getting enough focus by Universities in the Indian context?

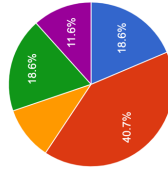
84 responses



Strongly Agree  
Agree  
Undecided  
Disagree  
Strongly Disagree

Q12. Should the focus on perception be increased in order to prepare oneself for the global ranking?

86 responses



Strongly Agree  
Agree  
Undecided  
Disagree  
Strongly Disagree

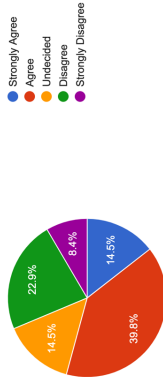


## Sample Survey of Perceptions of Vice Chancellors of Indian Universities on NIRF

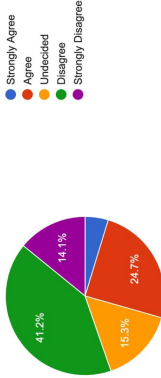


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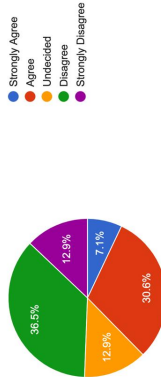
Q13. Should the weightage for internationalisation component be increased in NIRF so that they match with the requirements of that of the global ranking such as QS and THE?  
83 responses



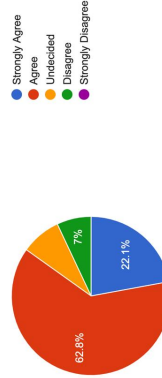
Q15. Should the weightage for full time international faculty be considered in NIRF?  
85 responses



Q14. The weightage of percentage of international students be increased in NIRF?  
85 responses



Q16. Should emphasis on Career guidance get more importance in NIRF?  
86 responses





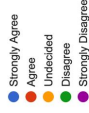
## Sample Survey of Perceptions of Vice Chancellors of Indian Universities on NIRF



Q17. Should faculty retention be given weightage in NIRF to ensure that suitable opportunities and facilities are being provided to them?  
86 responses



Q19. Should "Incubator and Entrepreneurial activities" be included significantly in NIRF?  
84 responses



Q18. Should "Social responsibility" element be given more weightage in NIRF?  
85 responses



Q20. Should innovation be an important parameter in NIRF?  
84 responses







## Sample Survey of Perceptions of Vice Chancellors of Indian Universities on NIRF



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Q21. Are all important parameters considered?  
84 responses



Q23. Should emphasis on online education be decreased?  
84 responses



Q22. Should emphasis on financial resources be increased?  
86 responses



Q24. Are all important parameters considered?  
85 responses



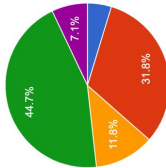


## Sample Survey of Perceptions of Vice Chancellors of Indian Universities on NIRF



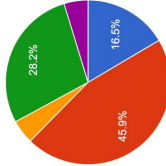
**AMITY UNIVERSITY HARYANA**

Q25. Should emphasis on IPR be decreased?  
85 responses



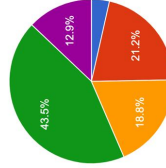
● Strongly Agree  
● Agree  
● Undecided  
● Disagree  
● Strongly Disagree

Q27. Are all important parameters considered under this category?  
85 responses



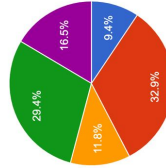
● Strongly Agree  
● Agree  
● Undecided  
● Disagree  
● Strongly Disagree

Q26. Should emphasis on "Footprint of projects and professional practice" be decreased?  
85 responses



● Strongly Agree  
● Agree  
● Undecided  
● Disagree  
● Strongly Disagree

Q28. Should emphasis on "Metric for Numbers of Ph.D students Graduated" be decreased?  
85 responses



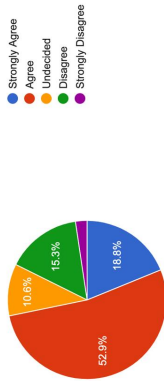
● Strongly Agree  
● Agree  
● Undecided  
● Disagree  
● Strongly Disagree



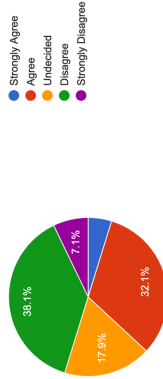
# Sample Survey of Perceptions of Vice Chancellors of Indian Universities on NIRF



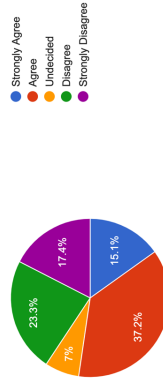
Q29. Are all important parameters covered?  
85 responses



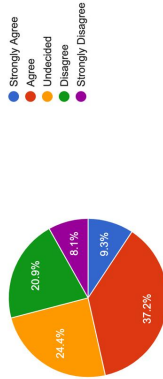
Q31. Should the weightage assigned to international region diversity be increased to match with of requirements of global rankings?  
84 responses



Q30. Getting students from across the country may be challenging. In that regard, should the weightage of students from other state (Region diversity) be decreased?  
86 responses



Q32. Are all important parameters covered?  
86 responses



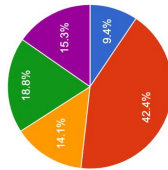
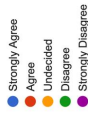


## Sample Survey of Perceptions of Vice Chancellors of Indian Universities on NIRF

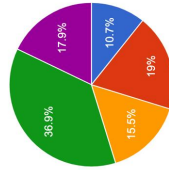


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Q33. Do you think perception should stay in NIRF as a criterion?  
85 responses



Q34. Should "accreditation" be dropped from this parameter?  
84 responses





## A Quick Glance at Top 100 in NIRF



**AMITY**  
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Name of the University	Faculty	Phd Scholars	R&D Funding	Consultation	FDP/MDP	Publications	Rank	NAAC CGPA, Grade
Indian Institute of Science (IISc)	464	Full Time-2619 Part time-135	445.29 Cr	54.54 Cr	1.46 Cr	2020-3045 2019- 3062 6.58 per faculty	1	3.67 A++
JNU	647	Full Time- 4251 Part time- 0	29.41 Cr	84.46 Lakhs	61,758	2020-1210 2019- 1205 1.86 per faculty	2	3.77 A++
Banaras Hindu University	1535	Full Time- 3302 Part time- 179	40.86 Cr	29.7 Cr	9.10 Lakh	2020-1690 2019- 1597 1.07 per faculty	3	3.41 A+
Jamia Millia Islamia	742	Full Time- 1483 Part time- 0	48.68 Cr	7.4 Cr	4.59 Cr	2020-1338 2019- 1196 1.70 per faculty	6	3.09 A
University of Delhi	1060	Full Time- 3700 Part time- 0	50.07 Cr	46.56 Cr	3.37 Cr	2020-3288 2019- 2949 2.94 per faculty	12	3.28 A+



## A Quick Glance at Top 100 in NIRF



**AMITY**  
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Name of the University	Faculty	Phd Scholars	R&D Funding	Consultation	FDP/MDP	Publications	Rank	NAAC	
								CGPA	Grade
Manipal Academy of Higher Education	2661	Full Time-1035 Part time-51	26.44 Cr	93.74 Cr	8.40 Cr	2020-2792 2019- 2424 0.98 per faculty	7	3.30	A+
	1895	Full Time- 1099 Part time- 0	85.15 Cr	2.53 Cr	37 Lakhs	2020-1097 2019- 1017 0.55 per faculty	21	3.48	A+
Kalinga Institute of Industrial Technology	722	Full Time- 413 Part time- 208	17.99 Cr	18.79 Cr	3.94 Cr	2020-902 2019- 1062 1.32 per faculty	22	3.54	A++
	1005	Full Time- 2280 Part time- 533	28.67 Cr	3.06 Cr	0	2020-1930 2019- 1707 1.80 per faculty	23	3.35	A+
Panjab University	2068	Full Time- 3700 Part time- 1536	15.11 Cr	7.91 Cr	16.02 Cr	2020-2859 2019- 2789 1.36 per faculty	25	3.27	A+
	1852	Full time-363 Part time-684	47.62 Cr	6.27 Cr	4.38Cr	2020-738 2019- 497 0.33 per faculty	52	3.28	A+



## A Quick Glance at Top 100 in NIRF



Name of the University	Faculty	Phd Scholars	R&D Funding	Consultation	FDP/MIDP	Publications	Rank	NAAC
								CGPA, Grade
Delhi Technological University	823	Full Time- 557	8.10 Cr	11.00 Cr	60.00 Lakh	2020-1146 2019- 825 1.19 per faculty	42	3.22 A
		Part time-596						
Cochin University of Science and Technology	208	Full Time- 551	22.4 Cr	3.39 Cr	38.3Lakh	2020-634 2019- 592 2.94 per faculty	44	3.09 A
		Part time- 326						
Graphic Era University	472	Full Time- 91	13.7 Cr	77.3 Lakh	26.2 Lakh	2020-330 2019- 207 0.56 per faculty	98	3.23 A
		Part time-63						
University of Petroleum and Energy Studies (UPES)	790	Full Time- 0	99.6Lakh	1.35 Cr	1.09 Cr	2020-510 2019- 441 0.60 per faculty	100	Nil
		Part time-42						



## Data of International Universities

Name of the University	Faculty	Publications		Per Faculty Publications	H Index
		2020-11009	2019-11148		
MIT	2015	2020-11009	2019-11148	5.49	74
		2020-15117	2019-14875		
Stanford University	2,279	2020-15117	2019-14875	6.5	79.42
		2020-17217	2019-15934		
Oxford University	1700	2020-17217	2019-15934	9.71	66.51
		2020-13393	2019-12800		
Cambridge University	6170	2020-13393	2019-12800	2.25	56.94
		2020-11713	2019-10430		
National University of Singapore (NUS)	2555	2020-11713	2019-10430	4.33	60.65
		2020-8292	2019-8454		
Nanyang Technological University (NTU)	1688	2020-8292	2019-8454	4.96	55.5





## Cited Publications, Source: India Ranking 2021



No. of Eligible Inst.	Discipline / Categories	Total Number of Highly Cited Publications	Highly Cited Publications of Top 100 Institutions	Highly Cited Publications of Remaining Institutions	Top 100 Institutes		Remaining Institutes
					% of Citations		
970	Overall	60318	43925	16393	72.82	27.18	
309	Universities	36225	27888	8337	76.99	23.01	
1076	Engineering	28603	21608	6995	75.54	24.46	
603	Management	874	795	79	90.96	9.04	
333	Pharmacy	1052	944	108	89.73	10.27	
192	Research	54120	45854	8266	84.73	15.27	

**Table 12: Highly Cited Publications of Top 100 Institutions as Compared to the Rest of the Eligible Institutions in Various Disciplines / Categories**



## Comparison

Discipline / Category	No. of Research Publications		
	World (1)	India (2)	Eligible Institutions
Overall (All)	9853936	429025 4.35% of (1)	324169 75.56% of (2)
Engineering	2952507	199431 6.75% of (1)	174463 87.48% of (2)
Management	129923	5109 3.93% of (1)	3480 68.12% of (2)
Pharmacy	240391	12871 5.35% of (1)	5714 44.39% of (2)

Source: India Ranking 2021

**Table 13: Research Publications of Eligible Institutions in Comparison to  
Total Research Publications of the World and India**



## QS World University Rankings



The QS World University Rankings continue to enjoy a remarkably consistent methodological framework, compiled using six simple metrics that we believe effectively capture university performance. Since faculty area normalization was introduced in 2015 to ensure that institutions specializing in Life Sciences and Natural Sciences were not unduly advantaged, we have avoided fundamental changes. In doing so, we aim to ensure that year-on-year comparisons remain valid, and that unnecessary volatility is minimized.

Thus, universities continue to be evaluated as per QS according to the following six metrics:

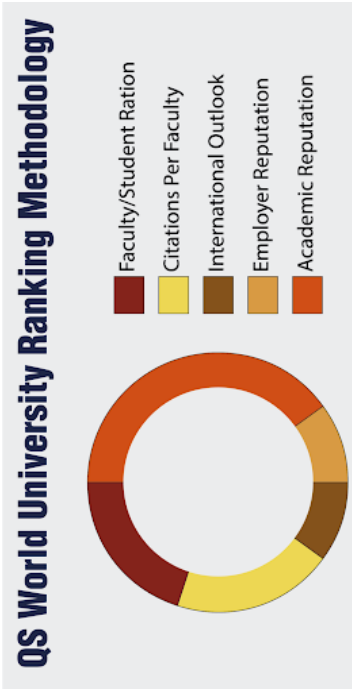
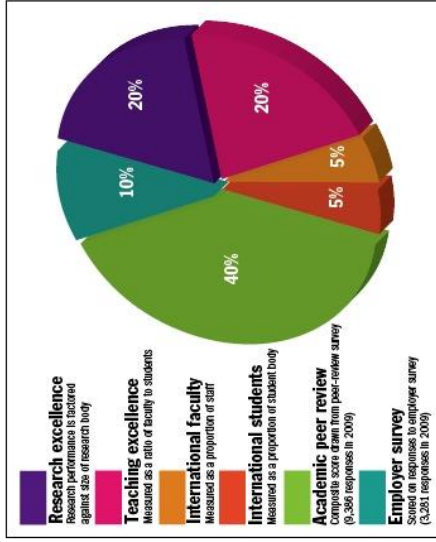
- |  |  |
|--|--|
| <b>1. Academic Reputation- 40%</b>         | <b>2. Employer Reputation – 10%</b>        |
| <b>3. Faculty/Student Ratio – 20%</b>      | <b>4. Citations per faculty – 20%</b>      |
| <b>5. International Faculty Ratio – 5%</b> | <b>6. International Student Ratio – 5%</b> |



# QS World University Rankings



## THE SCORECARD





## QS World University Rankings



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# QS World University Rankings



**World University Rankings: Methodology**  
 What information is collected, and how is this used to compile the ranking?

- Academic reputation** (40%)  
Based on a global survey of academics
- Employer reputation** (10%)  
Based on a global survey of graduate employers
- Faculty/student ratio** (20%)  
An indication of commitment to teaching
- Citations per faculty** (20%)  
An indication of research impact
- International student ratio** (5%)  
Measuring international diversity of the student community
- International staff ratio** (5%)  
Measuring international diversity of the academic faculty

[www.qs.com/universities](http://www.qs.com/universities)

**Top varsities** | JNU, featuring for the first time in the QS World Universities Ranking list, is among the top-600 in the world = indicates shared ranking

2022 global rank	Name
177=	Indian Institute of Technology, Bombay
185	Indian Institute of Technology, Delhi
186=	Indian Institute of Science, Bengaluru
255=	Indian Institute of Technology, Madras
277=	Indian Institute of Technology, Kanpur
280	Indian Institute of Technology, Kharagpur
395=	Indian Institute of Technology, Guwahati
400=	Indian Institute of Technology, Roorkee
501-510 (ranking band)	University of Delhi
561-570 (ranking band)	Jawaharlal Nehru University, Delhi



## Times Higher Education (THE) Ranking Methodology

College education is one of the most important investments in the life of a student. While selecting a college, students depend on the best university rankings given by popular ranking providers. Going forward this decision will have a direct impact on their social, personal as well as professional lives. However, at times it becomes a little tricky to understand these rankings. In this article, we will explain to you the methodology used by Times Higher Education (THE) to derive these rankings, which will eventually help you in making your decision of selecting a college.

Times Higher Education Rankings is an annual affair by the Times Higher Education based in London. Between 2004 and 2009, QS and THE jointly published the rankings, however, once their collaboration ended both adopted different methodologies to determine these rankings. THE started publishing these rankings based on the methodology developed with Thompson Reuters in 2010.



## **Times Higher Education (THE) Ranking Methodology**



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### **Major rankings released by THE annually:**

- World University Rankings
- Business & Economics Rankings
- Computer Science Rankings
- Engineering & Technology Rankings
- **Times Higher Education (THE) Ranking 05 Parameters**

THE scrutinize the research universities on five parameters namely Teaching, Citations, Research, International Outlook, and Industry Income. These are further divided into 13 carefully crafted performance indicators.





## Times Higher Education (THE) Ranking Methodology



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### Major rankings released by THE annually:

- World University Rankings
- Business & Economics Rankings
- Computer Science Rankings
- Engineering & Technology Rankings
  
- Times Higher Education (THE) Ranking 05 Parameters

Teaching, Citations, Research, International Outlook, and Industry Income.

## Times Higher Education (THE) Ranking Methodology THE Ranking Parameters

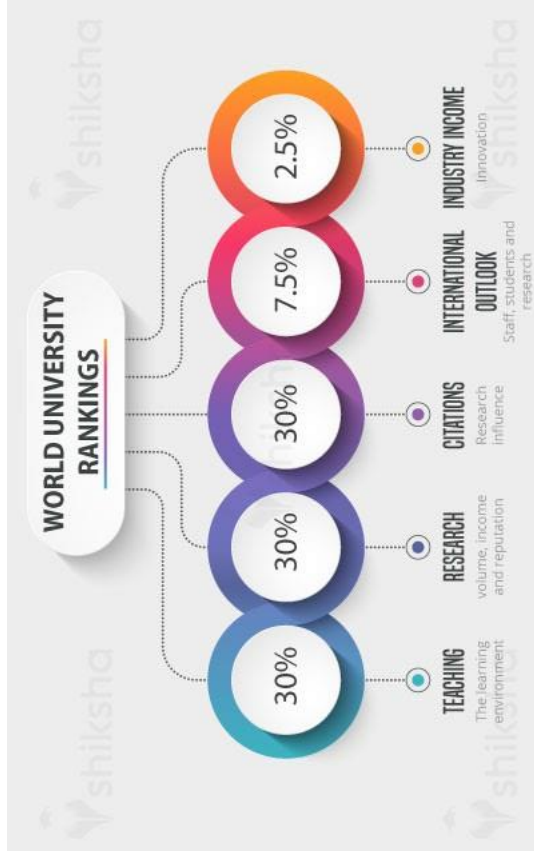


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UNIVERSITY  
HARIANA

S. No.	Ranking Parameters	Performance Indicators
1	Teaching	Reputation survey
		Staff-to-student rat
		Doctorate-to-bachelor's ratio
		Doctorates-awarded-to-academic-staff ratio
		Institutional income
2	Research	Reputation survey
		Research income
		Research productivity
3	Citations	Research influence
		Proportion of international students
4	International Outlook	Proportion of international staff
		International collaboration
5	Industry Income	Knowledge transfer

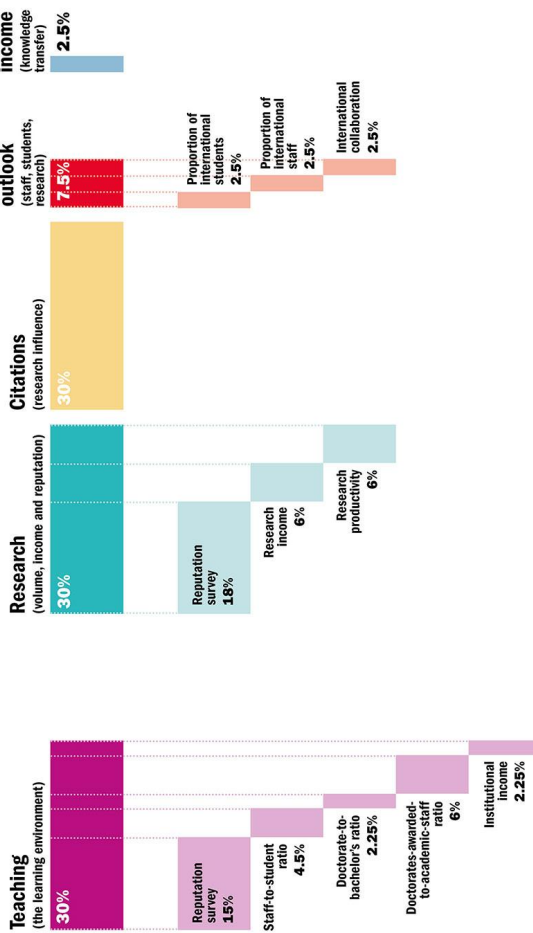


# Times Higher Education (THE) Ranking Methodology





# Times Higher Education (THE) Ranking Methodology





## The Way Ahead



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- Finalizing Major Recommendations of the Committee
- Evolving Suitable Guidelines for improving quality of Education, Research and Accelerating Innovations and Startups from University Campuses
- Creating Synergy between India and World Ranking Systems
- Making NEP-2020 a valid means for placing Indian Universities into top 100 World Rankings
- Any other thoughts and suggested actions.



# Thank You

[pbsharma@ggn.amity.edu](mailto:pbsharma@ggn.amity.edu)



## ANNEXURE-IV

### Questionnaire on Perceptions of Universities on NIRF 2021

You are requested to give your invaluable opinion for each of the questions.

The given scale indicates the following:

1: Strongly Agree	2: Agree	3: Undecided
4: Disagree	5: Strongly Disagree	

#### GENERAL

Sr. No	Parameter	Marks	Weightage
1.	Teaching, Learning & Resources	100	0.30
2.	Research and Professional Practice	100	0.30
3.	Graduation Outcomes	100	0.20
4.	Outreach and Inclusivity	100	0.10
5.	Perception	100	0.10

1. In your opinion, does NIRF consider all important aspects while calculating the aggregate score?

1                      2                      3                      4                      5

2. Are the weights assigned to each of the five parameters considered in NIRF appropriately given?

1                      2                      3                      4                      5

3. Does NIRF capture nuances of global ranking-QS Ranking &THE-well?

1                      2                      3                      4                      5

4. If NIRF is aligned more along with the parameters of those used in the global ranking, will it be good for Indian institutions to overall step up the global rankings?

1                      2                      3                      4                      5

5. Should accreditation scores be given weightage in ranking?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

1                      2                      3                      4                      5

6. Does NIRF capture all important aspects as given in NAAC?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

1                      2                      3                      4                      5

7. Would adding more areas covered in NAAC to NIRF support in stepping up rankings in higher education institutions?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

1                      2                      3                      4                      5

8. Is the number of quality publications coming out of Indian Universities adequate?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

1                      2                      3                      4                      5

9. Can the number of R&D projects currently being pursued by academicians be compared well with international benchmarks?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

1                      2                      3                      4                      5

10. Is the number of patents published getting enough focus by Universities in the Indian context?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

1                      2                      3                      4                      5

11. In order to bring in practical learning, should corporate exposure for faculty be given consideration in NIRF?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

1                      2                      3                      4                      5

12. Should the focus on perception be increased in order to prepare oneself for the global rankings?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

1                      2                      3                      4                      5



13. Should the weightage for internationalization component be increased in NIRF so that it matches with the requirements of that of the global rankings such as QS and THE?

--	--	--	--	--

1

2

3

4

5

14. Should the weightage of percentage of international students be increased in NIRF?

--	--	--	--	--

1

2

3

4

5

15. Should the weightage for full time international faculty be considered in NIRF?

--	--	--	--	--

1

2

3

4

5

16. Should emphasis on Career guidance get more importance in NIRF?

--	--	--	--	--

1

2

3

4

5

17. Should faculty retention be given weightage in NIRF to ensure that suitable opportunities and facilities are being provided to them?

--	--	--	--	--

1

2

3

4

5

18. Should “Social responsibility” element be given more weightage in NIRF?

--	--	--	--	--

1

2

3

4

5

19. Should “Incubator and Entrepreneurial activities” be included significantly in NIRF?

--	--	--	--	--

1

2

3

4

5

20. Should innovation be an important parameter in NIRF?

--	--	--	--	--

1

2

3

4

5

**Teaching Learning & Resources**

S.No.	Parameters	Marks
<b>1.</b>	<b>Teaching, Learning &amp; Resources (TLR)</b> <b>Ranking weight: 0.3</b>	<b>100</b>
	A. Student Strength including Doctoral Students(SS): 20 marks B. Faculty-student ratio with emphasis on permanent faculty (FSR): 25 marks C. Combined metric for Faculty with PhD (or equivalent) and Experience (FQE): 20 marks D. Financial Resources and their Utilisation (FRU): 20 marks E. Online Education: Online Completion of Syllabus & Exams and Swayam (OE): 15 marks	

21. Are all important parameters considered?

                         
 1                      2                      3                      4                      5

22. Should emphasis on financial resources be increased?

                         
 1                      2                      3                      4                      5

23. Should emphasis on online education be decreased?

                         
 1                      2                      3                      4                      5

**Research & Professional Practice**

<b>2.</b>	<b>Research and Professional Practice (RP)</b> <b>Ranking weight: 0.30</b>	<b>100</b>
	A. Combined metric for Publications (PU): 35 marks B. Combined metric for Quality of Publications (QP): 35 marks C. IPR and Patents: Published and Granted (IPR): 15 marks D. Footprint of Projects and Professional Practice (FPPP): 15 marks	

24. Are all important parameters considered?

                         
 1                      2                      3                      4                      5

25. Should emphasis on IPR be decreased?

1

2

3

4

5

26. Should emphasis on “Footprint of projects and professional practice” be decreased?

1

2

3

4

5

### Graduate Outcomes

<b>3.</b>	<b>Graduation Outcomes (GO)</b> <b>Ranking weight: 0.20</b>	<b>100</b>
	A. Metric for University Examinations(GUE): 60 marks B. Metric for Number of Ph.D. Students Graduated (GPHD): 40 marks	

27. Are all important parameters considered under this category?

1

2

3

4

5

28. Should emphasis on “Metric for Numbers of Ph.D students Graduated” be decreased?

1

2

3

4

5

### Outreach and Inclusivity

<b>4.</b>	<b>Outreach and Inclusivity (OI)</b> <b>Ranking weight: 0.10</b>	<b>100</b>
	A. Percentage of Students from Other States/Countries (Region Diversity RD): 30 marks B. Percentage of Women (Women Diversity WD): 30 marks C. Economically and Socially Challenged Students (ESCS): 20 marks D. Facilities for Physically Challenged Students (PCS): 20 marks	

29. Are all important parameters covered?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

30. Getting students from across the country may be challenging. In that regard, should the weightage of students from other state (Region diversity) be decreased?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

31. Should the weightage assigned to international region diversity be increased to match with of requirements of those of global rankings?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

**Perception**

<b>5.</b>	<b>Perception (PR)* Ranking weight: 0.10</b>	<b>100</b>
	A. Peer Perception: Academic Peers and Employers (PR): 100 marks	

32. Are all important parameters covered?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

33. Do you think perception should stay in NIRF as a criterion?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

34. Should “accreditation” be dropped from this parameter?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

**Remarks**

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.....

.....

Thank you for your time.

## ANNEXURE-V

### **List of the Universities/ Institutions Respondents to the Committee Questionnaire**

1. Abhilashi University Mandi, H.P.-175045
2. Academy of Scientific and Innovative Research (AcSIR) An Institution of National Importance
3. AMET Deemed to be University, Chennai 603 112, India
4. Amity University Kolkata
5. Amity University Madhya Pradesh
6. Amity University Rajasthan
7. Amity University Uttar Pradesh
8. Amity University, Punjab
9. Assam Don Bosco University
10. Avinashilingam Institute For Home Science And Higher Education For Women (Deemed To Be University), Coimbatore - 641 043, Tamil Nadu
11. Baddi University of Emerging Science and Technology
12. Berhampur University (Odisha)
13. Central university of Haryana
14. Central University of Jharkhand
15. Central university of Jharkhand
16. Central University of Jharkhand, Ranchi
17. Central University of Jharkhanf
18. Centurion University of Technology and Management, Odisha
19. Chanakya National Law University
20. Channamma University, Vidyasangam, NH-4, Belagavi
21. Charotar University of Science and Technology, Changa
22. Cochin University of Science and Technology Kochi-22 Kerala.
23. CSKHPKV Palampur
24. D Y Patil Education Society, Kolhapur (Institution Deemed to be University)
25. Department of Power Engineering Jadavpur University, Kolkata
26. Dharmsinh Desai University Nadiad
27. Director - IQAC
28. DIT University
29. Dr NTR University of Health Sciences
30. Dravidian University Srinivasavanam, Kuppam
31. Fakir Mohan University Balasore Odisha
32. Gulbarga University, Kalaburagi
33. Guru Nanak Dev University

34. Head (SMET), Indian Maritime University, Chennai Campus, Chennai-600 119.
35. Hidayatullah National Law University
36. ICAR - Indian Veterinary Research Institute, Izatnagar
37. ICAR-National Dairy Research Institute
38. Icfai University Sikkim
39. IIIT Hyderabad
40. IIS (Deemed to be University)
41. Indian Institute of Science
42. Indian Institute of science Bangalore
43. International Institute for Population Sciences Mumbai
44. Iqaclnmu
45. Jagan Nath University, Bahadurgarh, Haryana
46. Junagadh Agricultural University
47. Kurukshetra University, Kurukshetra
48. Mangalore University
49. Manipal Academy of Higher Education
50. Maulana Azad National Institute of Technology, Bhopal
51. Navsari Agricultural University
52. NIPER S.A.S. Nagar
53. Oriental University, Indore
54. Pacific Academy of Higher Education and Research University
55. Raffles University
56. Rajiv Gandhi National University of Law, Punjab
57. Satavahana University
58. Savitribai Phule Pune University
59. Shobhit Institute of Engineering and Technology (Deemed to-be University)
60. Shoolini University of Biotechnology and Management Sciences
61. SKUAST-Kk
62. Sri Devaraj Urs Academy of Higher Education and Research
63. Sri Sathya Sai Institute of Higher Learning (Deemed to be University)
64. SRM Institute of Science and Technology
65. TANUVAS
66. Teerthankar Mahaveer university
67. University of science and technology Meghalaya
68. Vidyasagar University, West Bengal
69. Vinayaka Mission's Research Foundation (Deemed to be University under section 3 of the UGC Act 1956)

## ANNEXURE-VI

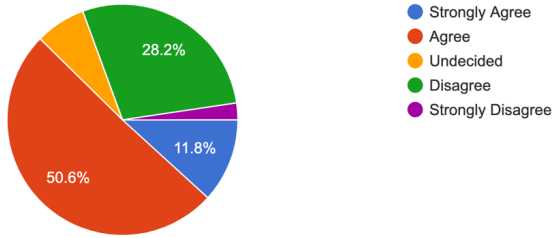
### Selected Survey Responses and Graphs

- Research must also be given higher weightage. There must be a distinction in scores by the quality of publications that the faculty members are bringing out. Moreover, per-capita publication for an institute/university must be considered in place of number of publications to ensure fair competition between large and small institute/university.
- A few criterion, such as IPR or patent, may not be applicable to all disciplines (like arts, social sciences, etc.). So, either these could be made optional or may be replaced with a suitable discipline-specific parameter.
- The contribution of the institute/university in terms of policy inputs may also be included in the NIRF ranking.
- There must be some distinction among the contributions from facilities (As universities with senior faculties are more productive as compared to universities with young faculties). It's just a suggestion.
- Emphasis should also be given qualities of creativity, dedication to help the societies and countries, contribution for the development of the University.
- Ranking should be based on NAAC accreditation. The lengthy process of NIRF may be avoided.
- New Category of Agricultural University should be introduced in NIRF Ranking.
- Some parameters of Social responsibility should be included
- In IPR other parameters like innovative technology, Trademarks, Copyright, New Crop Variety, Geographical indications etc all should be added rather than only patent.
- Weightage of perception should be reduced.
- For multi campus universities NIRF should take submissions from different campuses separately. It will help the stakeholders in general and parents/students in particular to know about the status of each campus of a particular university and accordingly take admission decision.
- In NIRF a separate Discipline may be provided for Maritime Universities
- "Patents" be given a differential treatment in universities, like, for example, Universities of 'Languages and Culture' (for an instance Dravidian University), acquiring patents by the faculty in the regular sense may not happen. In this regard, it is agreed that acquiring Patents is a welcome mater. However, universities with special character may also be provided with an alternative metric in this regard.



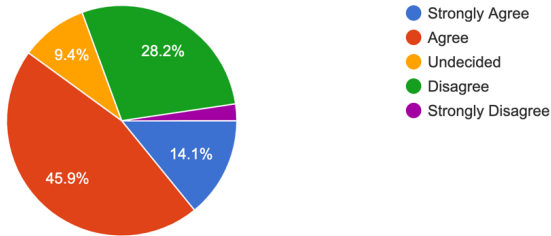
Q1. In your opinion, does NIRF consider all important aspects while calculating the aggregate score?

85 responses



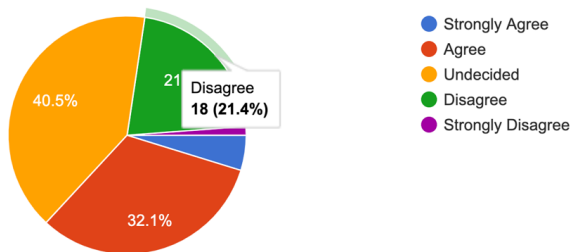
Q2. Are the weights assigned to each of the five parameters considered in NIRF appropriately given?

85 responses



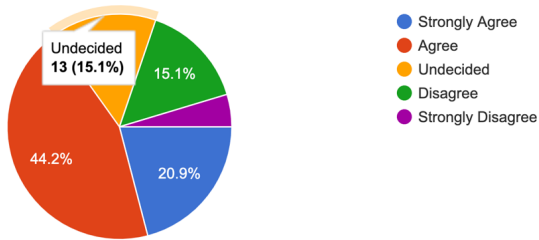
Q3. Does NIRF capture nuances of global ranking-QS Ranking & THE-well?

84 responses



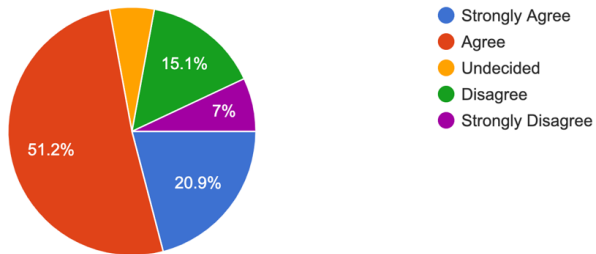
Q4. If NIRF is aligned more along with the parameters of those used in the global ranking, will it be good for Indian institution to overall step up than global ranking?

86 responses



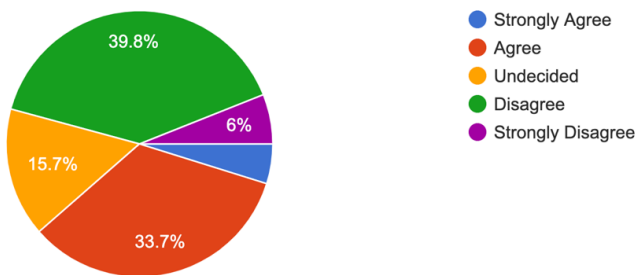
Q5. Should accreditation scores be given weightage in ranking?

86 responses



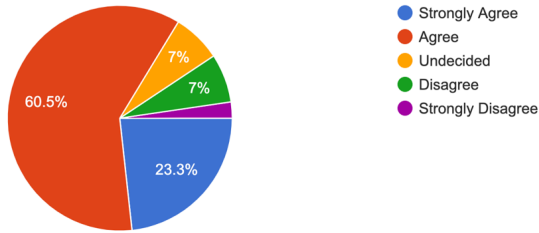
Q6. Does NIRF capture all important aspects as given in NAAC?

83 responses



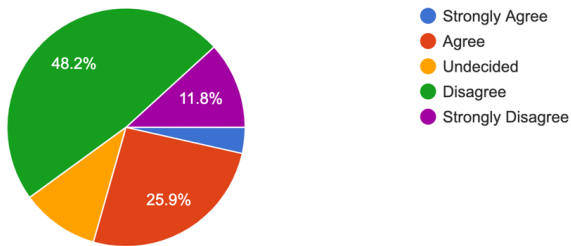
Q7. Would adding more areas covered in NAAC to NIRF support in stepping up ranking in higher education institutions?

86 responses



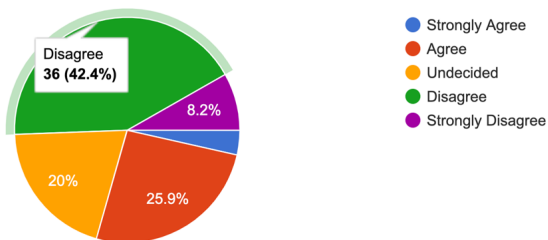
Q8. Is the number of quality publications coming out of Indian Universities adequate?

85 responses



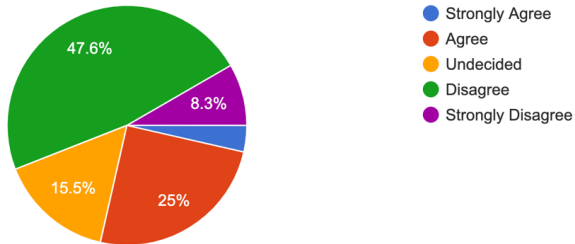
Q9. Can the number of R&D projects currently being pursued by academicians be compared well with international benchmarks?

85 responses



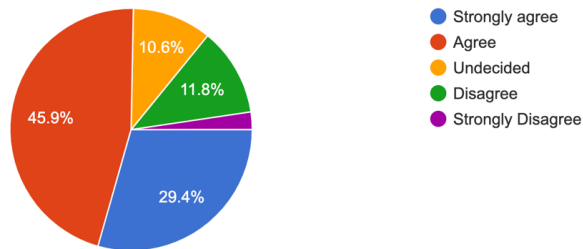
Q10. Is the number of patents published getting enough focus by Universities in the Indian context?

84 responses



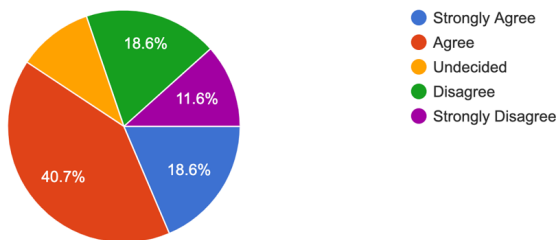
Q11. In order to bring in practical learning, should corporate exposure for faculty be given consideration in NIRF?

85 responses



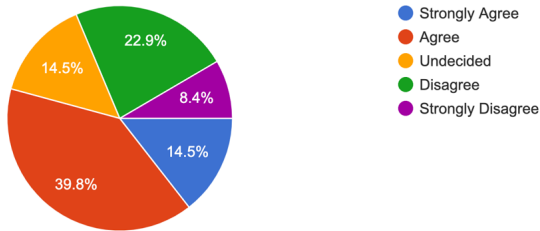
Q12. Should the focus on perception be increased in order to prepare oneself for the global ranking?

86 responses



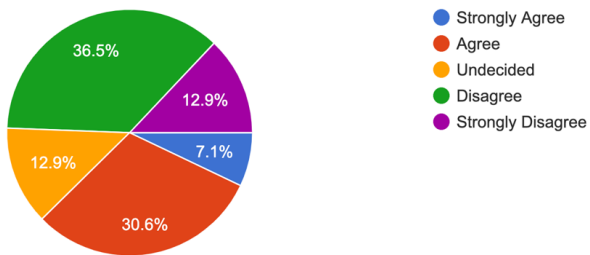
Q13. Should the weightage for internationalisation component be increased in NIRF so that they match with the requirements of that of the global ranking such as QS and THE?

83 responses



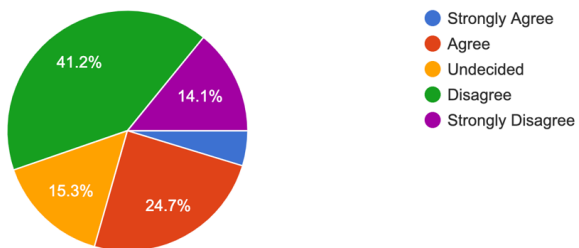
Q14. The weightage of percentage of international students be increased in NIRF?

85 responses



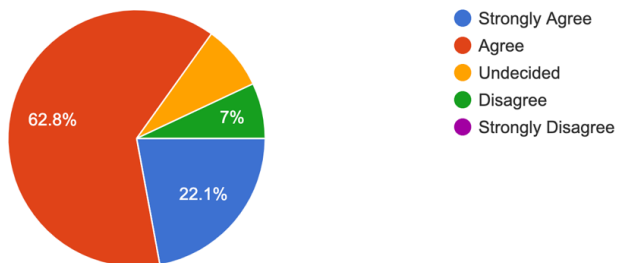
Q15. Should the weightage for full time international faculty be considered in NIRF?

85 responses



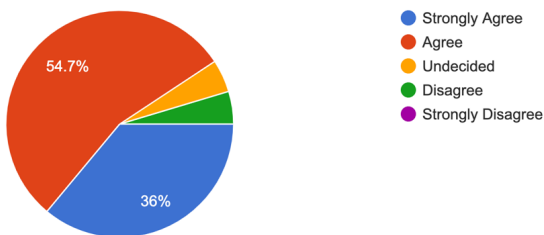
Q16. Should emphasis on Career guidance get more importance in NIRF?

86 responses



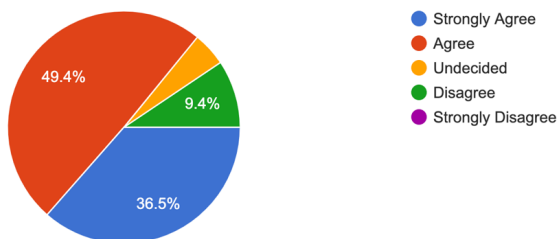
Q17. Should faculty retention be given weightage in NIRF to ensure that suitable opportunities and facilities are being provided to them?

86 responses



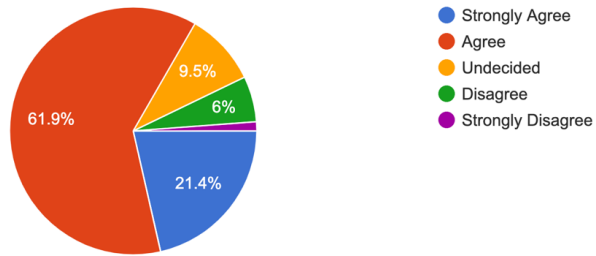
Q18. Should "Social responsibility" element be given more weightage in NIRF?

85 responses



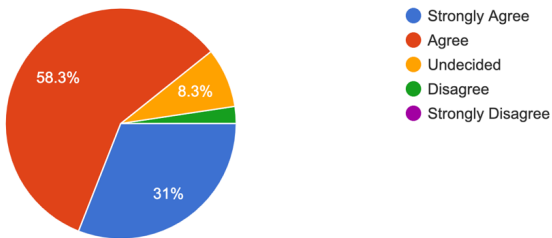
Q19. Should “Incubator and Entrepreneurial activities” be included significantly in NIRF?

84 responses



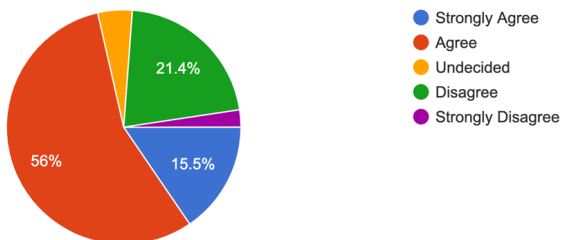
Q20. Should innovation be an important parameter in NIRF?

84 responses



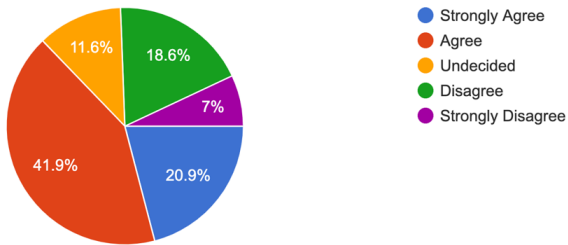
Q21. Are all important parameters considered?

84 responses



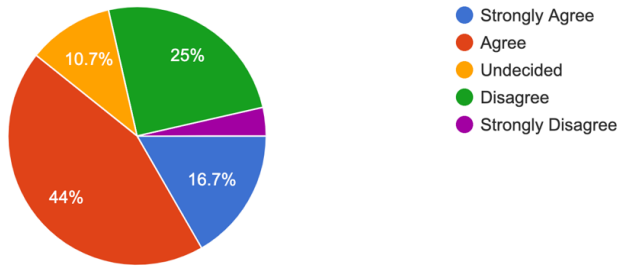
Q22. Should emphasis on financial resources be increased?

86 responses



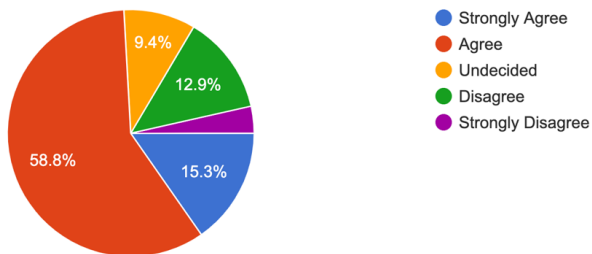
Q23. Should emphasis on online education be decreased?

84 responses



Q24. Are all important parameters considered?

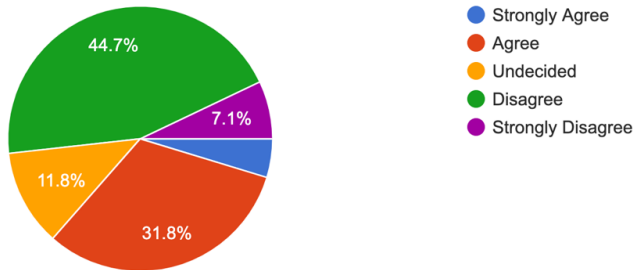
85 responses





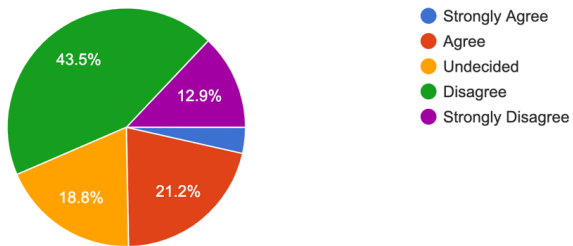
Q25. Should emphasis on IPR be decreased?

85 responses



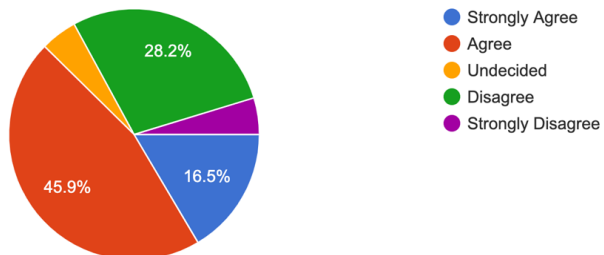
Q26. Should emphasis on “Footprint of projects and professional practice” be decreased?

85 responses



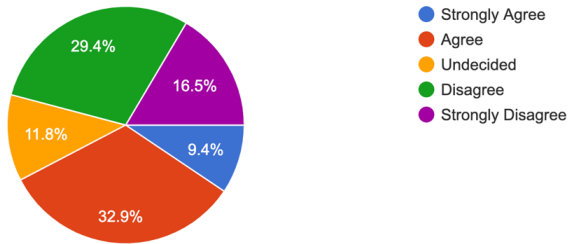
Q27. Are all important parameters considered under this category?

85 responses



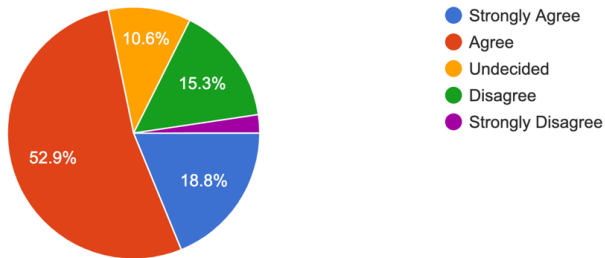
Q28. Should emphasis on “Metric for Numbers of Ph.D students Graduated” be decreased?

85 responses



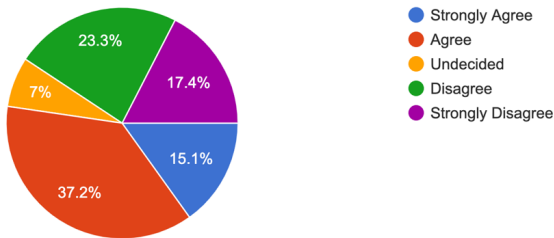
Q29. Are all important parameters covered?

85 responses



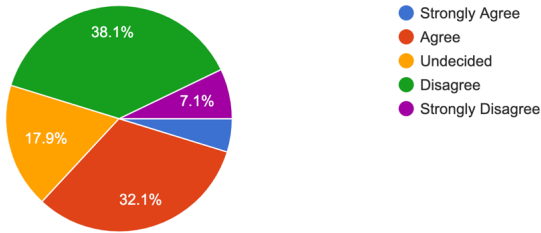
Q30. Getting students from across the country may be challenging. In that regard, should the weightage of students from other state (Region diversity) be decreased?

86 responses



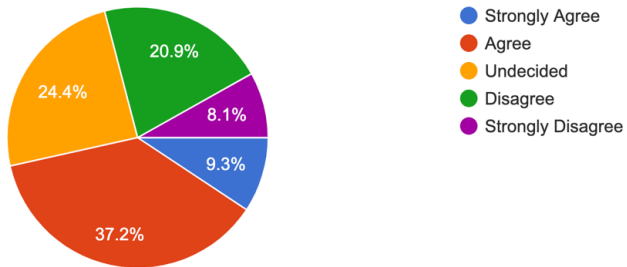
Q31. Should the weightage assigned to international region diversity be increased to match with of requirements of global rankings?

84 responses



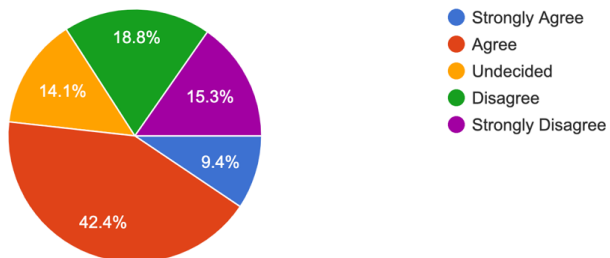
Q32. Are all important parameters covered?

86 responses



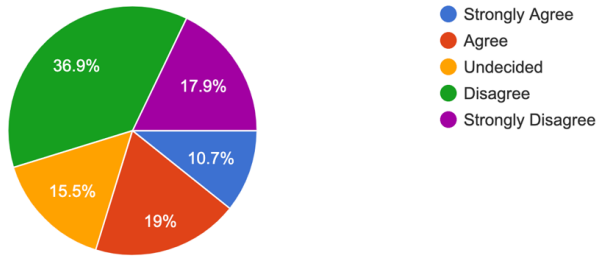
Q33. Do you think perception should stay in NIRF as a criterion?

85 responses



Q34. Should “accreditation” be dropped from this parameter?

84 responses



## NOTES

## NOTES



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