NAAC Assessment and Accreditation : An Overview

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Experience of 25 years – Success Story

1994 – 2019
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Total Accreditation till date

**Total Number of Accreditations (Status as on 26/11/2019)**

	First Cycle	Second Cycle	Third Cycle	Fourth Cycle	Number of Accreditations
Universities	360	166	74	3	603
Colleges	8093	3505	1017	38	12653
Total	**8453**	**3671**	**1091**	**41**	**13256**

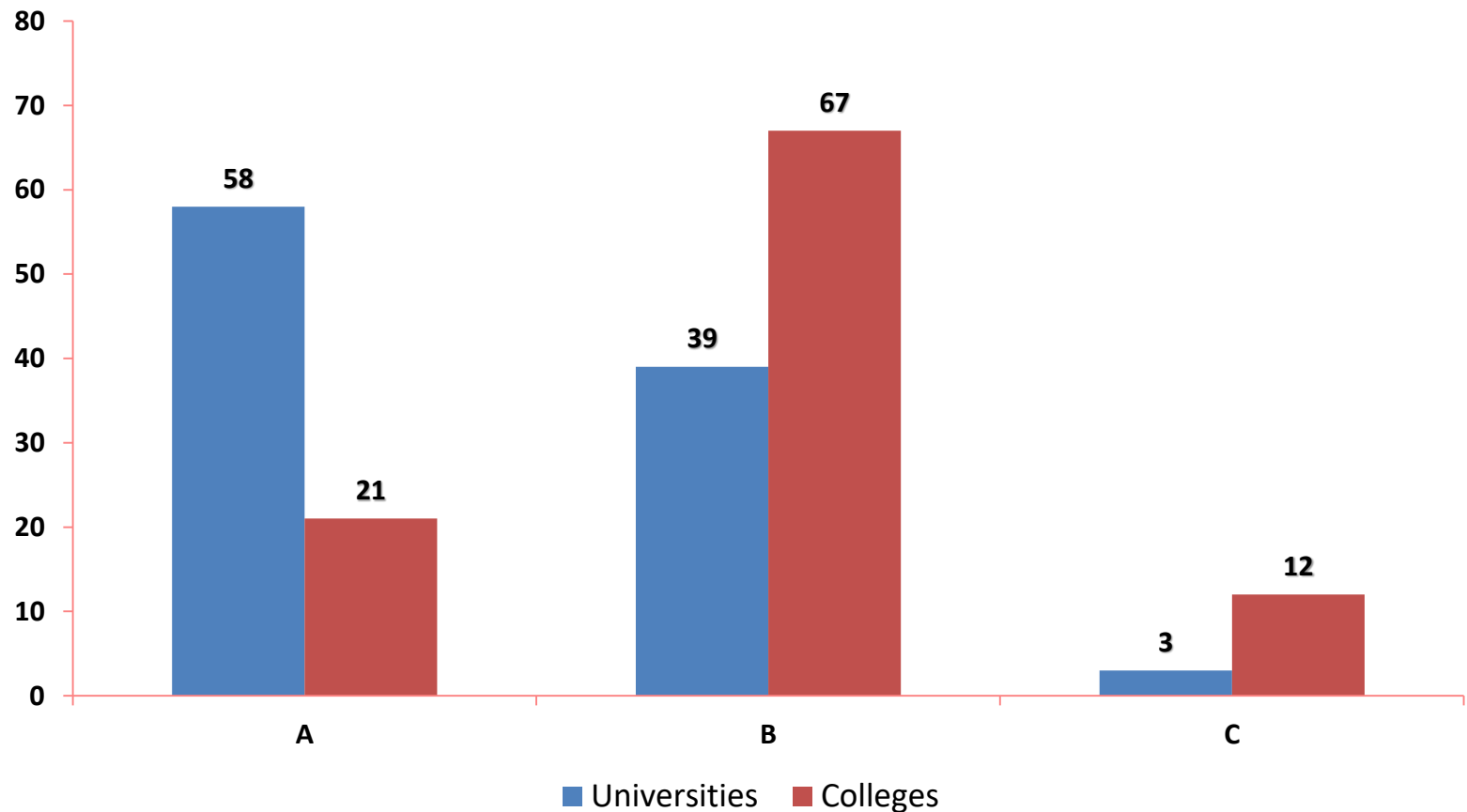| Grade Break Up of Institutions accredited (As on 26/11/2019)				
	A	**B**	**C**	**Total**
Universities	208	140	12	360
Colleges	1693	5431	969	8093
Total	**1901**	**5571**	**981**	**8453**

Grade Break-up

Grade Break up of Institutions accredited (As on 26/11/2019)
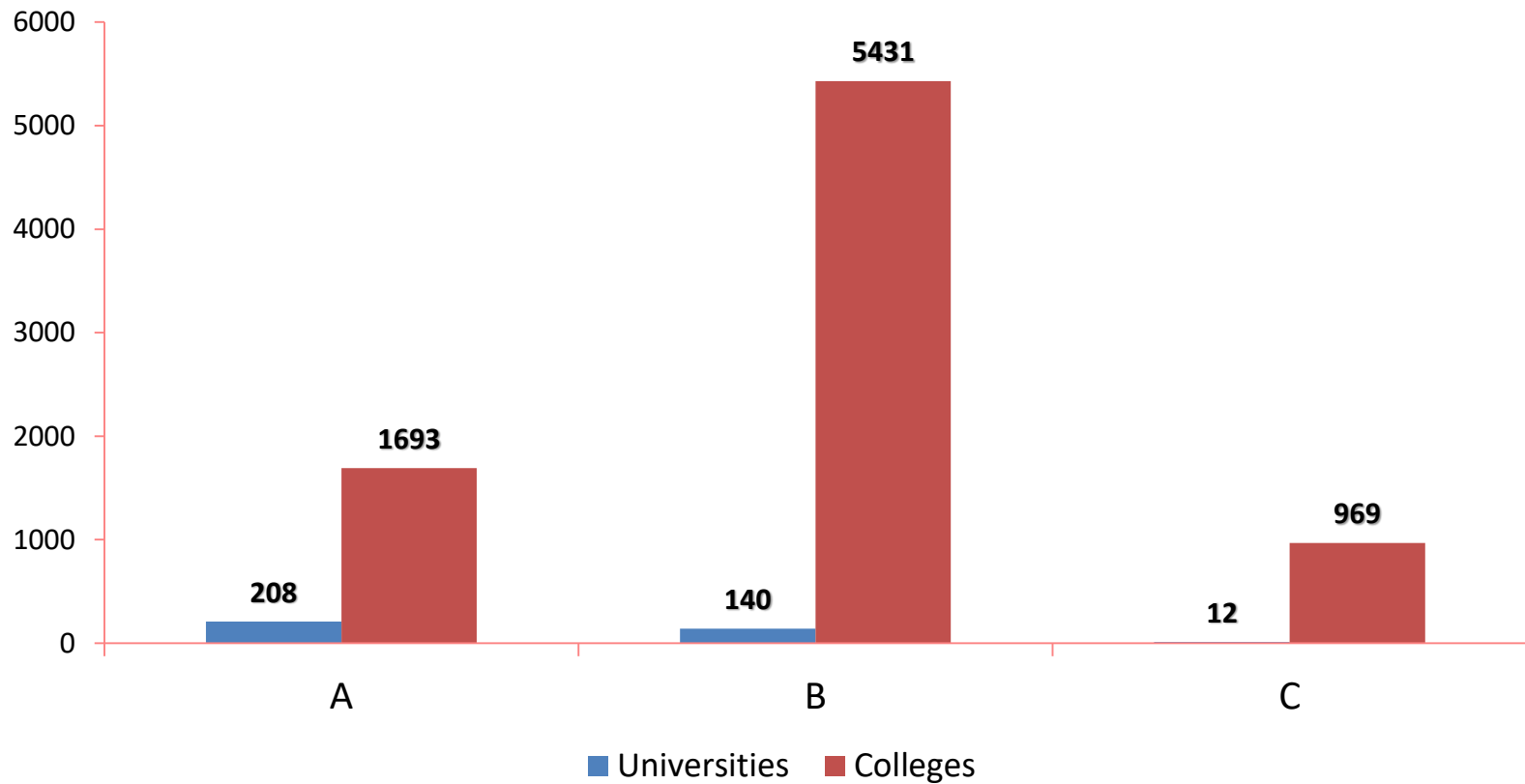
Grade Break-up - Percentage

Grade Break up of Institutions accredited in percentage (As on 26/11/2019)

Revised Accreditation Framework

Institutions accredited under RAF			
Grade	Number of Universities	Number of Colleges	Total
A++	4	8	12
A+	11	51	62
A	9	119	128
B++	5	195	200
B+	14	236	250
B	16	452	468
C	9	257	266
D	0	23	23
Total	68	1341	1409

Revised Accreditation Framework

Universities accredited by type

Type of University	Number accredited
Institute of National Importance	1
Central	5
State	25
Private	23
Deemed	14
Total	**68**

Colleges accredited by type

Type of College	Number accredited
Affiliated	1221
Autonomous	120
Total	**1341**

Revised Assessment and Accreditation Framework

- Revised Assessment and Accreditation (A&A) Framework is launched in July 2017.

- Paradigm shift from **qualitative to** data based **quantitative indicator** evaluation **peer judgement** with increased objectivity and transparency

- Towards extensive use of ICT and its integration on evaluation

Revised Assessment and Accreditation Framework

- In terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on

- **Introducing pre-qualifier for peer team visit**, as 30% of system generated score.

New Schemes Launched

1. Health Science University

2. Health Science college-11 types ((Medical, Dental, Pharmacy, Nursing, Ayurveda, Yoga / Naturopathy, Unani, Siddha, Homeopathy, Physiotherapy and Allied Health Sciences))

3. Open Distance Learning (ODL)

4. Sanskrit University

5. Teacher Education

New Schemes Launched

1. Dual Mode University (Ready-To be launched from December 15)

2. Revised New Manual
   a) University
   b) Autonomous
   c) Affiliated PG
   d) Affiliated UG

(Ready-To be launched from January 1st 2020)

Other Highlights - User Credentials

1. Coordinator – All officers (IIQA, SSR, Assessment)
2. Manager (IIQA, SSR, SSS, DVV, Assessment, IMS, INFLIBNET)
3. Process owners for requirement gathering and improvement in the process
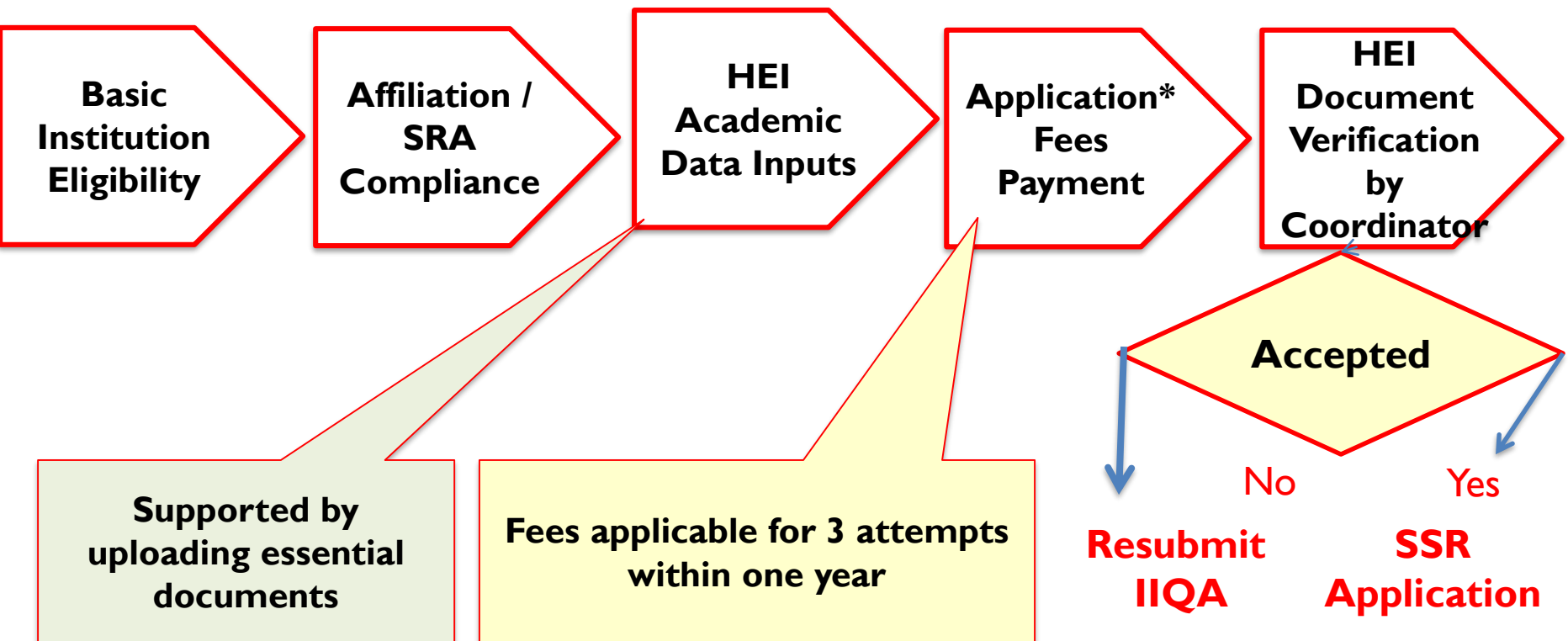4. Nodal Officer
2. Super admin

Other Highlights- Meeting Management

- Executive Committee

- Standing Committee

- Appeal Mechanism

- Automated Selection of Peer team visits

- User friendly Dashboards for all admin users like process manager, coordinator and HEIs, INFLBNET and DVV partner

Experience of 25 years – Success Story

➢ **NAAC is promoting the establishment of Internal Quality Assurance Cells (IQACs) and best practices – more than 7000 HEIs have established IQACs. Series of activities are initiated and done by HEIs**

➢ **NAAC's Process is based on global Quality Assurance Practices and norms as well as good practices (guidelines) of APQN (Asia Pacific Quality Network)**

➢ **and** International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

IIQA Application Process

Basic Institution Eligibility → Affiliation / SRA Compliance → HEI Academic Data Inputs → Application* Fees Payment → HEI Document Verification by Coordinator

Supported by uploading essential documents

Fees applicable for 3 attempts within one year

Accepted

No — Resubmit IIQA

Yes — SSR Application

Preparation before during and after A & A process: Stages

1. **Institution information for quality assessment (IIQA)**

2. **SSR submission (metric data and optional metric selection)**

3. **Data validation and verification DVV**

4. **Prequalification**
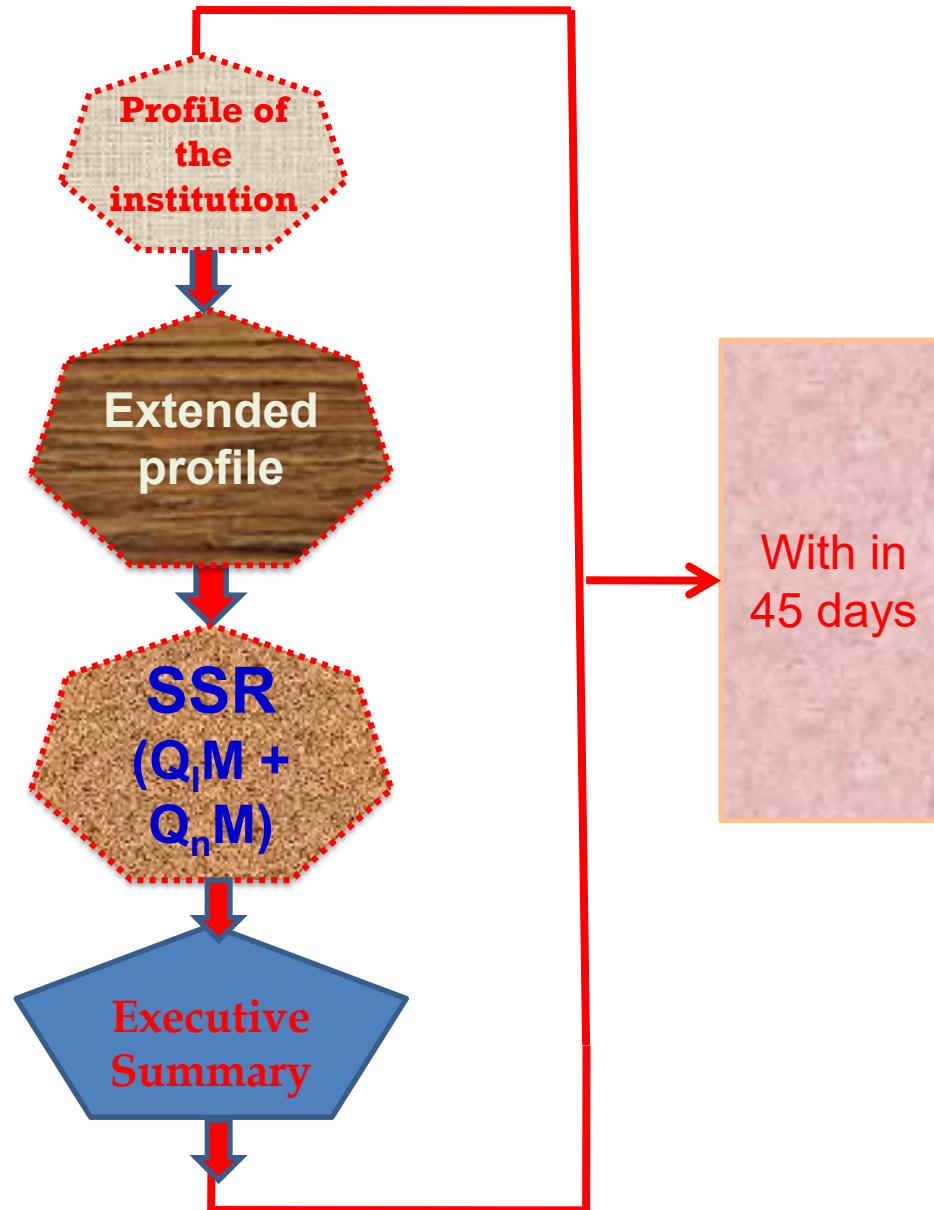
5. **Peer team Visit**

6. **Assessment outcome**

After acceptance of IIQA

Profile of the institution

Extended profile

SSR ($Q_lM + Q_nM$)

Executive Summary

With in 45 days

SSR SUBMISSION READINESS

- Go through NAAC manual and guidelines
- Understanding of metrics
- Data submission both Quantitative and Qualitative metrics
- Upload of relevant documents
- Selection of Non-applicable metrics
- Refer Standard operating procedure (SOP) helpful in SSR submission and DVV clarification

Revised Accreditation Framework (Affltd)

- introducing *System Generated Scores* (SGS) with combination of online evaluation (about 65.2%) and peer judgement (about 34.8%)

- in introducing the element of *third party validation* {**Data Validation and Verification (DVV)**} of data and the possibility of roping in multiple agencies

- in providing appropriate differences in the metrics, weightages and benchmarks to Universities, Autonomous Colleges and Affiliated/constituent Colleges

- participation of students and alumni in the assessment process

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

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

The Parameter to serve as basis for NIRF are

1. Teaching, Learning and Resources

2. Research and Professional Practice

3. Graduation Outcomes

4. Outreach and Inclusivity

5. Perception

The ten Criteria to serve as basis for SAR UG (NBA)

1. Vision, Mission and Program Educational Objectives
2. Program Curriculum and Teaching – Learning Processes
3. Course Outcomes and Program Outcomes
4. Students' Performance
5. Faculty Information and Contributions
6. Facilities and Technical Support
7. Continuous Improvement
8. First Year Academics
9. Student Support Systems
10. Governance, Institutional Support and Financial Resources

Key Indicators – New Introduced

1. **Teacher Profile and Quality**
2. **Student Satisfaction Survey**
3. **Innovation Ecosystem**
4. **Alumni Engagement**
5. **Institutional Values and Social Responsibilities**
6. **Institutional Distinctiveness**

Distribution of Metrics and Key Indicators across Criteria – Refer page 23,24

Type of HEIs	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges
Criteria	7	7	7
Key Indicators (KIs)	34	34	32
Qualitative Metrics (QlM	38	38	41
Quantitative Metrics (QnM)	99	98	80
Total Metrics (QlM + QnM)	137	136	121

About Quantitative Metric (Qnm) cont..

Criteria	University	Autonomous	Affiliated
Curricular Aspects	7 Qnm + 2 Qlm	9 Qnm + 2 Qlm	9 Qnm + 3Qlm
Teaching, Learning and Evaluation	18 Qnm + 5 Qlm	18 Qnm + 6 Qlm	14 Qnm + 9 Qlm
Research, innovation and Extension	29 Qnm + 7 Qlm	28 Qnm + 2 Qlm	14 Qnm + 2 Qlm
Infrastructure and Learning Resource	11 Qnm + 7 Qlm	10 Qnm + 6 Qlm	10 Qnm + 6 Qlm
Student Support and Progression	12 Qnm + 3 Qlm	13 Qnm + 2 Qlm	13 Qnm + 2 Qlm
Governance, Leadership and Management	7 Qnm + 12 Qlm	7 Qnm + 12 Qlm	8 Qnm + 10 Qlm
Institutional Values and Best Practices	12 Qnm + 8 Qlm	13 Qnm + 8 Qlm	13 Qnm + 8 Qlm

* Exclusive of Student Satisfaction Survey

Templates

MS Excel based tables seeking details of Qnm

It is essential to fill up (only in the format provided)

(donot change the templates)

Uploaded the filled in template in its appropriate metrics in SSR

Only when the template is complete it facilitates in easy DVV

Executive Summary

Every HEI applying for the A&A process shall prepare an Executive Summary highlighting the main features of the Institution including

* **Introductory Note** on the Institution: location, vision mission, type of the institution etc. **Preface be added**

* **Criterion-wise Summary** on the Institution's functioning in not more than 250 words for each criterion.

    Brief note on **Strength Weaknesses Opportunities and Challenges (SWOC)** in respect of the Institution.

* **Any additional information** about the Institution other than ones already stated.

* **Over all** **conclusive explication** about the institution's functioning - *The Executive summary shall not be more than 5000 words.*

Profile of the Affiliated Colleges

Criterion-I

Curricular Aspects 100

1. **Curriculum Planning and Implementation**   **20**

2. **Academic Flexibility**   **30**

3. **Curriculum Enrichment**   **30**

4. **Feedback System**   **20**

1.3.3. Q$_n$M	*Percentage of students undertaking field projects/ internships (current year data)* 1.3.3.1. Number of students undertaking field projects or internships Data Requirement : (As per Data Template in Section B) • Name of the programme • No. of students undertaking field projects/ internships Formula: $$\frac{\textit{Number of Students undertaking feild projects or internships}}{\textit{Total number of Students}} \times 100$$ **File Description:(Upload)** • Any additional information • List of programmes and number of students undertaking field projects/internships (Data Template)	5

1.3.1. Q_lM	*Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum* Upload a description in maximum of 500 words **File Description (Upload)** • Any additional information • Upload the list and description of courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum.	10

Criteria	University	Autonomous	Affiliated
Curricular Aspects	7 QnM + 2 QlM	9 QnM + 2 QlM	9 Qnm + 3Qlm

Quantitative metrics

- Last five year data
- Average percentage of last five year data
- Multiple choice question
- Current year data
- Current year data (RATIO)
- YES/NO Question

Quantitative metrics

Last five year data

1.1.2 Q$_n$M	*Percentage of Programmes where syllabus revision was carried out during the last five years*	20
	1.1.2.1: How many Programmes were revised out of total number of Programmes offered during the last five years	
	1.1.2.2 : Number of all Programmes offered by the institution during the last five years	
	Data Requirement for last five years: (As per Data Template in Section B) • Programme Code • Names of the Programme revised	
	Formula: $$\frac{\text{Number of Programmes in which syllabus was revised during the last five years}}{\text{Number of Programmes offered by the institution during the last five years}} \times 100$$	
	File Description (Upload) • Minutes of relevant Academic Council/BOS meeting • Any additional information • Details of Programme syllabus revision in last 5 years (Data Template)	

Average percentage of last five year data

1.1.3 QₙM	*Average percentage of courses having focus on employability/ entrepreneurship/ skill development during the last five years*	10
	1.1.3.1: Number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years	
	Data Requirement for last five years: (As per Data Template in Section B)	
	• Name of the Course with Code	
	• Activities with direct bearing on Employability/ Entrepreneurship/ Skill development	
	• Name of the Programme	
	Formula:	
	$$\text{Percentage per year} = \frac{\text{Number of courses having focus on employability or entrepreneurship or skill development}}{\text{Number of courses in all Programmes}} \times 100$$	
	$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$	
	File Description (Upload)	
	• Any additional information	
	• Programme/ Curriculum/ Syllabus of the courses	
	• Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	
	• MoU's with relevant organizations for these courses, if any	
	• Average percentage of courses having focus on employability/ entrepreneurship (Data Template)	

Multiple choice question

1.4.1 Q$_n$M	**Feedback for design and review of curriculum** Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders	10

	1) Students, 2) Teachers, 3) Employers,
	4) Alumni 5) Parents,
	for design and review of syllabus - Semester wise /year wise
	Options:
	A. Any 4 of the above
	B. Any 3 of the above
	C. Any 2 of the above } **Opt one**
	D. Any 1 of the above
	E. None of the above
	
	Data Requirements: (As per Data Template in Section B)
	
	File Description
	   • URL of Data collection instruments
	   • As per Data Template
	   • Any other relevant information	

Current year data

| 2.3.2

Q.M | *Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)*

2.3.2.1: Number of teachers using ICT
 Data Requirements: (As per Data Template in Section B)
    • Number of teachers using ICT (LMS, e-resources)
    • Number of teachers on roll
    • ICT tools and resources available

Formula:

$$\frac{\text{Number of teachers using ICT}}{\text{Total number of teachers}} \times 100$$

File Description
    • Upload any additional information
    • Provide link for webpage describing the " LMS/ Academic management system" | 7 |

Current year data (RATIO)

2.3.3
 	
Q_nM
	Ratio of students to mentor for academic and stress related issues (current year data)
	
	2.3.3.1: Number of mentors
	Data Requirement:
	
	    • Number of students assigned to each Mentor
	
	Formula: Mentor : Mentee
	File Description
	
	    • Upload year wise list of number of students, full time teachers and mentor/mentee ratio
		3

YES/NO Question

4.2.5	*Availability of remote access to e-resources of the library*		1
	(Yes/No)		
Q₄M	Data Requirements: (As per Data Template in Section B)		
	• E-resource		
	• Contact person details		
	• Connectivity Bandwidth available		
	File Description (Upload)		
	• Any additional information		
	• Details of remote access to e-resources of the library (Data Template)		

Multiple choice question

4.3.3 QnM	Available bandwidth of internet connection in the Institution (Leased line)	8

	Options:
	    A. $\geq$1 GBPS
	    B. 500 MBPS - 1 GBPS
	    C. 250 MBPS - 500 MBPS } Opt one
	    D. 50 MBPS - 250 MBPS
	    E. <50 MBPS
	
	Data Requirements:
	  • Available internet bandwidth
	File Description
	  • Upload any additional information
	  • Details of available bandwidth of internet connection in the Institution	

Qualitative metrics

1.1.1 QₗM	*Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including Programme outcomes, Programme specific outcomes and course outcomes of all the Programme offered by the University* Write description in maximum of 500 words **File Description** • Upload Additional information • Link for Additional information	20
1.3.1 QₗM	*Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum* Write description in maximum of 500 words **File Description (Upload)** • Any additional information • Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	10

Score calculation

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

PR – Peer Review

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

DVV Process

DVV process → In case of Deviation clarification will be sorted from HEIs → Pre-qualifier 30% SGS

Passed

Failed → Apply again with IIQA fresh and payment of all fees
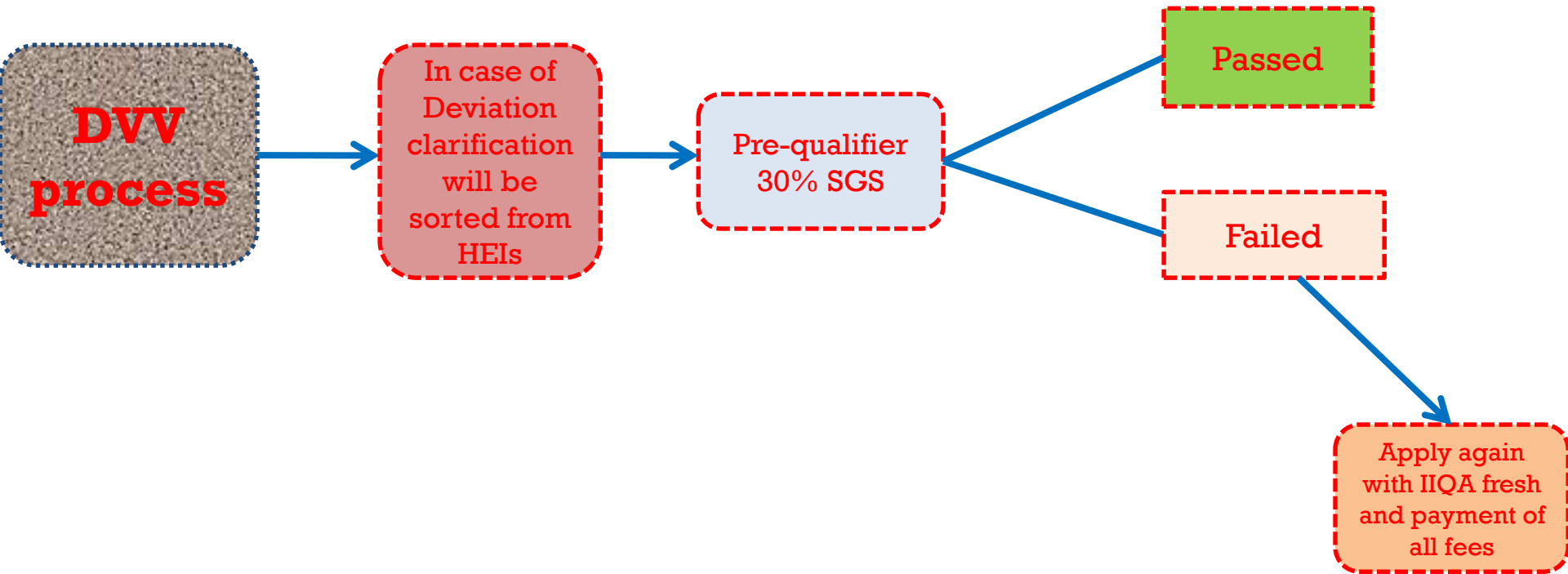
**SSS will happen simultaneously with DVV process
SGS – System Generated Score

Pre – Qualifier (30% QnM - SGS)

```
                    Pre – Qualifier (30% QnM - SGS)
                         /              \
                   Passed              Failed
                      |                   |
   Within 30 days    PTV          Will have to apply
                    (QlM)         afresh with IIQA & its
                                  fees after Six months
```
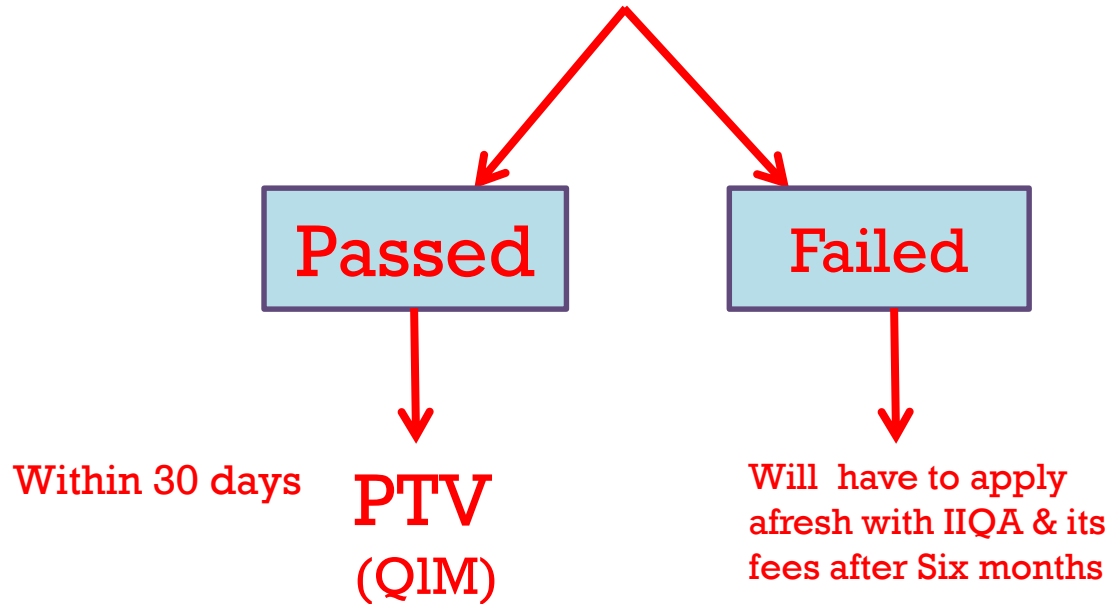
Fees:- For mono faculty 50% of Rs. 147500 = Rs. 73750 (including GST)
For multi faculty 50% of Rs. 218300 = Rs. 109150 (including GST)

PTV Fees: - 177000/- (including GST)

Student Satisfaction Survey Dashboard

Close

College/University Name : Vivekanand Educattion Society's Institute Of Management Studies And Research **AISHE Id :** C-33811

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

Total Upload Count : 478 **Total Students Selected:** 478

Status

Survey Initiated On : 13/03/2018

Completed On : 23/03/2018

SCORE
3.03

% RESPOND
48.5356 %

Get Students list | Send to Remaining | Resend Mail

Mark Distribution

0 Marks
1 Marks
2 Marks
4 Marks
3 Marks
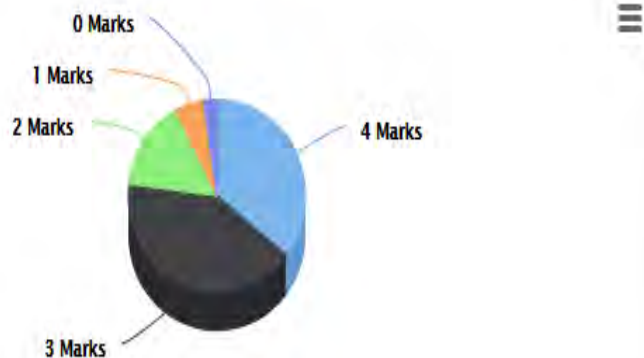
Scoring Areas

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

Process of Assessment and Accreditation
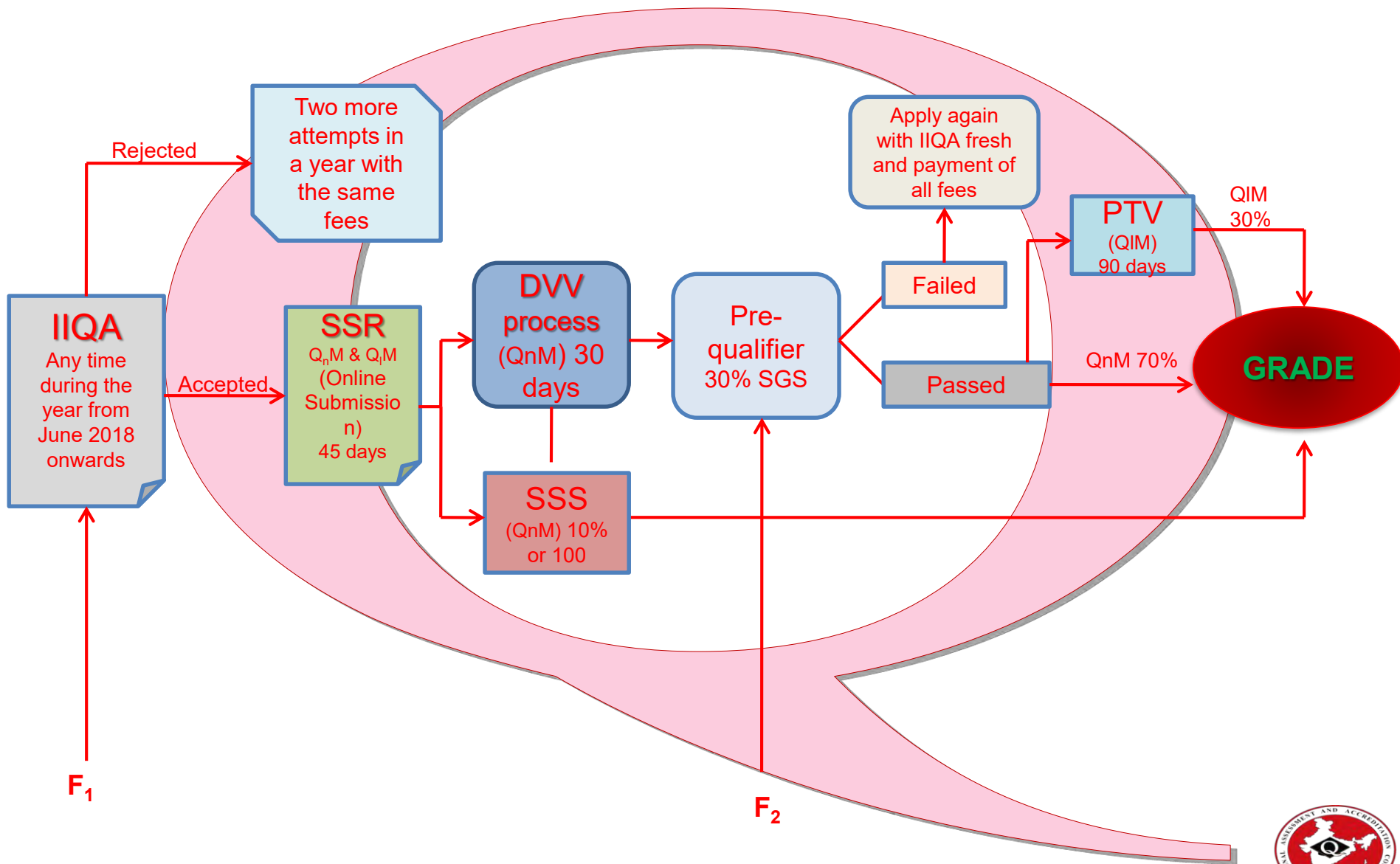
Criterion-II

Teaching-Learning and Evaluation   350

1. **Student Enrolment and Profile**   30

2. **Catering to Student Diversity**   50

3. **Teaching -Learning Process**   50

4. **Teacher Profile and Quality**   80

5. **Evaluation Process and Reforms**   50

6. **Student Performance and**

     Learning Outcomes   40

7. **Student Satisfaction Survey**   50

2.2.1. Q_lM	*The institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow learners* Upload a description in maximum of 500 words **File Description:** • Past link for additional Information • Upload any additional information Q_lM	30

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

Student Satisfaction Survey (SSS) :

- ✓ Institutions will have to submit the entire database.
- ✓ The SSS questionnaire will be mailed to all students.
- ✓ Responses should be received from at least 10% of the student population or 100.
- ✓ If the response rate is lower than the limits, the metric will not be taken up for evaluation.

Example: Qualitative Metric (Q_lM) and Quantitative Metric (Q_nM)
Key Indicator - 1.3 Curriculum Enrichment (30)

Qualitative/ Quantitative Metrics	1.3. Curriculum Enrichment (30)	Benchmark Values				
		4	3	2	1	0
1.3.1 Q_lM	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum **(10)**					
1.3.2 Q_nM	Number of value-added courses imparting transferable and life skills offered during the last five years **(10)**	≥AA	AA-BB	BB-CC	DD-CC	<DD
1.3.3 Q_nM	Percentage of students enrolled in the courses under 1.3.2 above **(5)**	≥AA	AA--BB	BB-CC	DD-CC	<DD
1.3.4 Q_nM	Percentage of students undertaking field projects / internships **(5)**	≥AA	AA–BB	BB–CC	DD–CC	<DD

Research, Innovation and Extension

1. **Resource Mobilization for Research 10**

2. **Innovation Ecosystem   10**

3. **Research Publications and Awards 20**

4. **Extension Activities   60**

5. **Collaborations   20**

There are five indicators applicable to the Colleges, which are

1. Resource Mobilization for Research	10
2. Innovation Ecosystem	10
3. Research Publications and Awards	20
4. Extension Activities	60
5. Collaboration	20
Total	120

Criteria IV   100

Infrastructure and Learning Resources

1. **Physical facilities**   30

2. **Library as a Learning Resource**   20

3. **IT Infrastructure**   30

4. **Maintenance of Campus**

   Infrastructure   20

Criterion V

Student Support and Progression   130

1. Student Support   50

2. Student Progression   45

3. Student Participation

   and Activities   25

4. Alumni Engagement   10

Criterion VI   100

Governance Leadership and Management

1.   **Institutional Vision and Leadership   10**

2.   **Strategy Development and Deployment 10**

3.   **Faculty Empowerment Strategies   30**

4.   **Financial Management and Resource**

      Mobilization   20

5.   **Internal Quality Assurance Systems   30**

Criterion VII   100

Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities   50

7.1.1   Gender Equity   10

7.1.2   Environmental Consciousness and Sustainability 10

7.1.3   Differently abled (Divyangjan) Friendliness
*   Resources available in the institution   10*

7.1.4.   Inclusion and Situatedness   10

7.1.5   Human Values and Professional Ethics   10

7.2 Best Practices   30

7.3 Institutional Distinctiveness   20

Appendix 3: Essential Metrics for 'Universities'

Sl No.	Metric No.	Metric
1.	1.1.2	Percentage of Programmes where syllabus revision was carried out during the last five years (20)
2.	1.2.1	Percentage of new courses introduced of the total number of courses across all Programmes offered during the last five years. (30)
3.	1.2.2	Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (current year data) (20)
4.	2.2.2	Student - Full time teacher ratio (current year data) (10)
5.	2.4.2	Average percentage of full time teachers with Ph.D. during the last five years (10)
6.	2.6.3	Average pass percentage of students (Current year data) (10)
7.	3.2.3	Average number of research projects per teacher funded by government and non-government agencies during the last five years (5)
8.	3.4.7	Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index (13)

Appendix 3: Essential Metrics for 'Universities'

9.	3.4.8	Bibliometrics of the publications during the last five years based on Scopus / Web of Science – h-index of the university (12)
10.	4.2.7	E-content is developed by teachers : 1. For e-PG-Pathshala 2. For CEC (Under Graduate) 3. For SWAYAM 4. For other MOOCs platform 5. For NPTEL/NMEICT/any other Government initiative 6. For institutional LMS **Options:** A. Any 5 of the above B. Any 4 of the above C. Any 3 of the above **Opt one** D. Any 2 of the above E. None of the above (3)
11.	4.3.2	Student - Computer ratio (current year data) (11)
12.	5.1.1	Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (5)
13.	5.2.1	Average percentage of placement of outgoing students during the last five years (15)

Appendix 3: Essential Metrics for 'Universities'

14.	6.3.4	Average percentage of teachers attending professional development Programmes viz., Orientation Programmes, Refresher Course, Short Term Course, Faculty Development Programmes during the last five years (8)
15.	6.5.4	*Quality assurance initiatives of the institution include:* 1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements 2. Academic Administrative Audit (AAA) and initiation of follow up action 3. Participation in NIRF 4. ISO Certification 5. NBA or any other quality audit **Options:** A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above **Opt one** D. Any 1 of the above E. None of the above (6)

4. Extended Profile of the Institution

1 **Programme**:

1.1   Number of programs offered by the Institution across all programs during last five years

Year					
Number					

1.2   Number of self-financed Programmes offered by College

Year					
Number					

Number of new programmes introduced in the College during last five years

Year					
Number					

2 **Student**:

2.1 Number of students year wise during the last five years

Year					
Number					

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during last five years

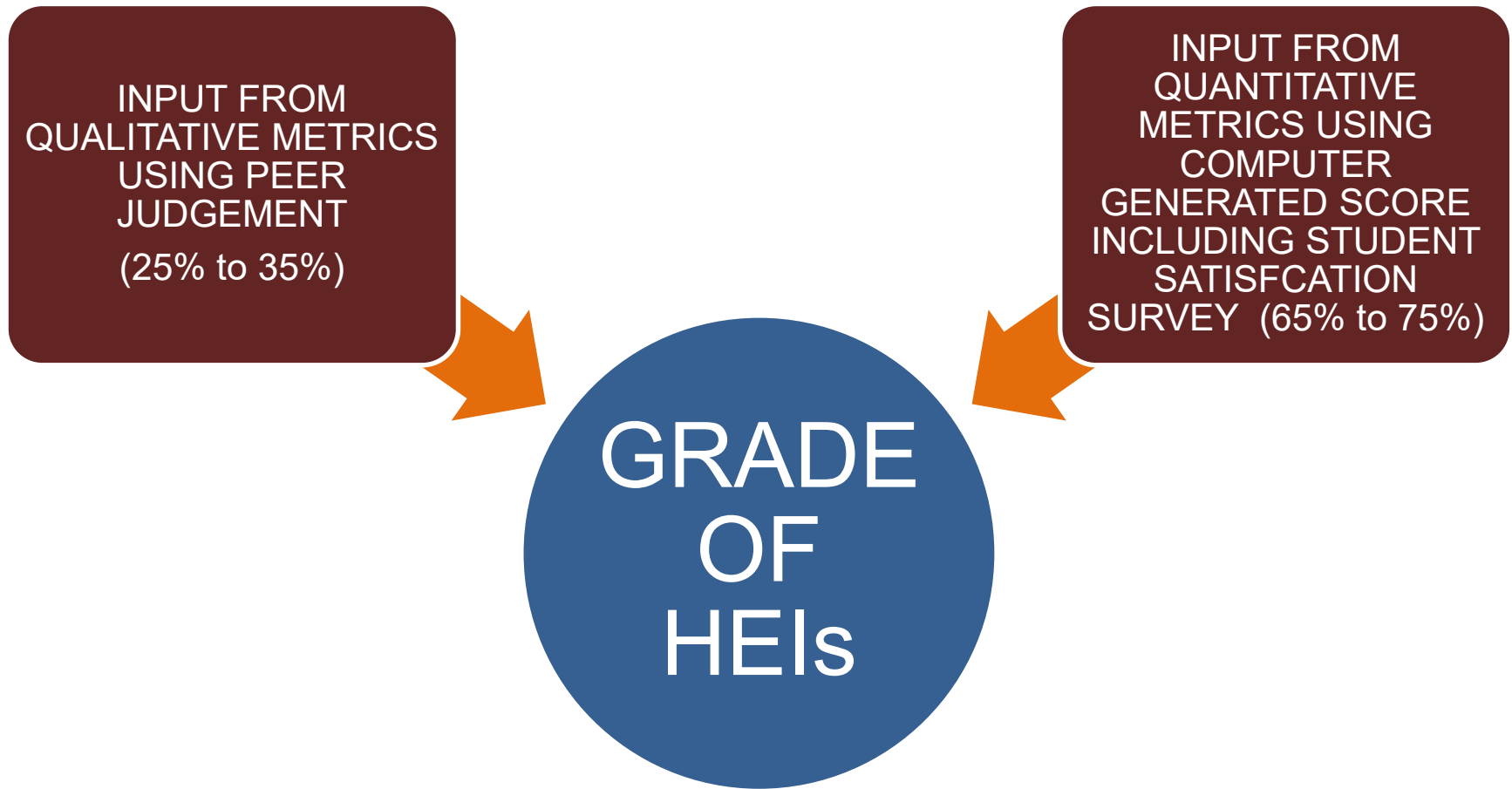| Year					
Number					

Peer Team Visit

- NAAC will not **pre-disclose the details** of the visiting teams and
- HEIs will not be responsible for **Logistics** for the Visiting Teams.
- NAAC will directly take care of all the logistics regarding the Peer Teams visiting the institutions.
- All payment towards TA, DA, Honorarium, etc., will be directly paid by NAAC to the nominated members.
- There would be no financial transactions between the Institution and the visiting NAAC team.

System Generated Grade of HEIs:

INPUT FROM QUALITATIVE METRICS USING PEER JUDGEMENT

(25% to 35%)

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

GRADE OF HEIs

NAAC Accreditation Outcome Document

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

Above three (3) parts would be combined together to form "NAAC Accreditaiton Outcome" document.

Mandatory Disclosure On HEI's Website

It is suggested to create a separate NAAC tab/link on Higher Educational Institution's (HEI's) website and upload following documents till the validity period of Accreditation is over:
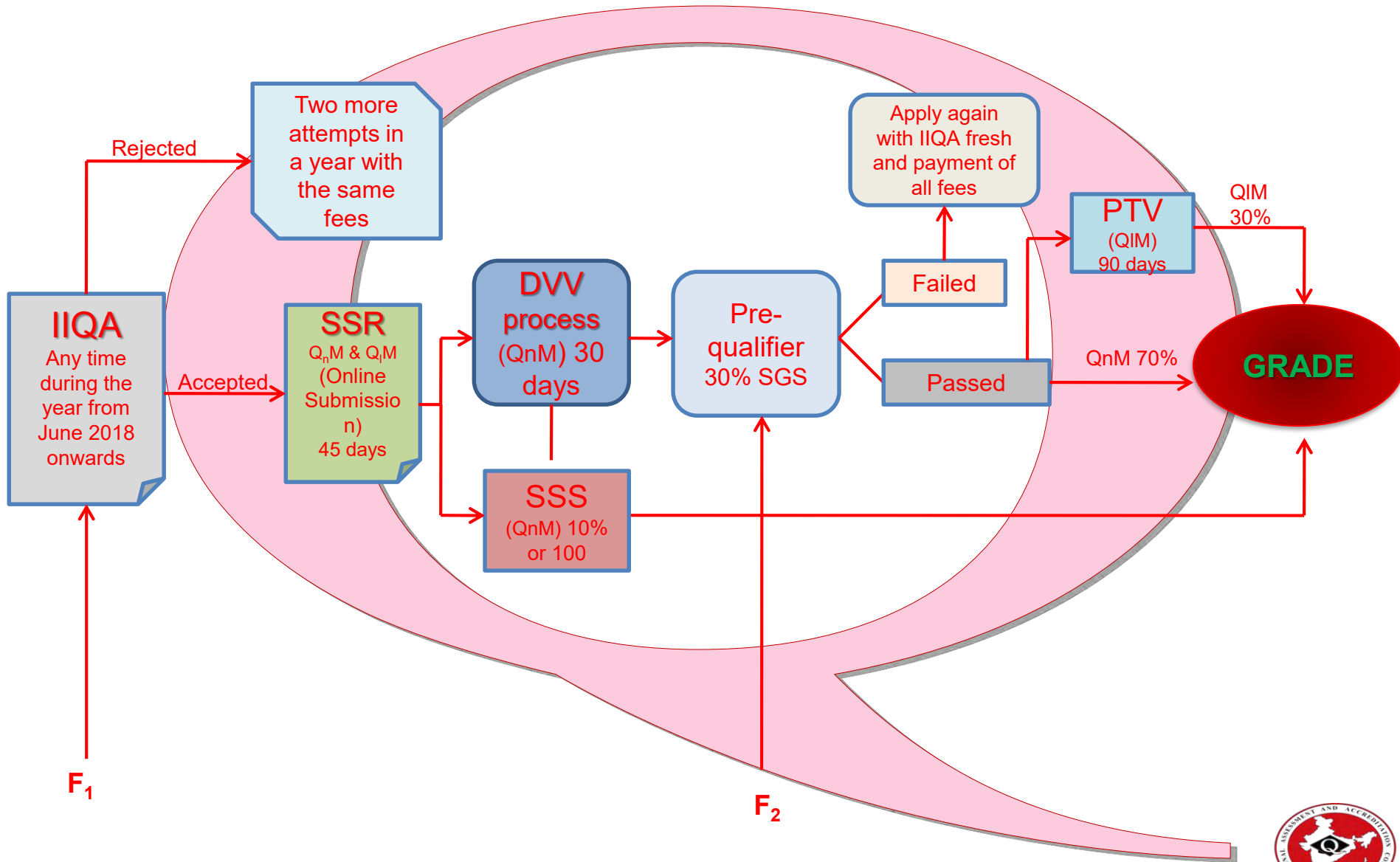
a) SSR submitted online, to be uploaded after DVV process only (.pdf format).

b) Data templates which are uploaded along with SSR (in password protected mode, if needed).

c) Annual Quality Assurance Report (AQAR – Year wise)

d) Accreditation outcome document viz., Certificate, Grade sheet, etc.

e) The Higher Educational Institution's (HEI's) may suitably design their NAAC tab/link to accommodate all relevant documents.

Institutional Grades And Accreditation Status

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

Process of Assessment and Accreditation

Two more attempts in a year with the same fees

Apply again with IIQA fresh and payment of all fees

Rejected

Accepted

IIQA
Any time during the year from June 2018 onwards

SSR
Q_nM & Q_lM (Online Submission)
45 days

DVV process
(QnM) 30 days

SSS
(QnM) 10% or 100

Pre-qualifier
30% SGS

Failed

Passed

PTV
(QIM)
90 days

QIM 30%

QnM 70%

GRADE

F_1

F_2

Screenshots of QIF Metric (Q1M)

HEI Portal ≡ 👤 TEST XXXXXXX

hajirasalim786@gmail.com
AISHE Id: C-44444

View Completion Status

View SSR Report

Extended Profile | **QIF**

Higher Education Institution

Dashboard

Manage IIQA   ‹

Manage SSR   ˅

Profile for SSR

Extended Profile & QIF

Executive Summary

SSR Initial Payment

Submit SSR

SSR-DVV Clarifications

Student Details for Survey

Assessment History

Assessment Timeline

Criterias ⋮ Curricular Aspects

1.Curricular Aspects   Number of questions Answered :11/11

1.1: Curriculum Design and Development

1.1.1: Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution ❓

[Editor toolbar: ✂ 📋 📋 📋 📋 ↶ ↷ | ABC▾ | 🔗 🔗 🚩 | 🖼 ▦ ☰ Ω | ⛶ | Source]
[B I S Iₓ | numbered-list bulleted-list | indent outdent | " | Styles ▾ | Format ▾ | ?]

The spherity of the Earth was established by Greek astronomy in the 3rd century BC, and the earliest terrestrial globe appeared from that period. The earliest known example is the one constructed by Crates of Mallus in Cilicia (now Çukurova in modern-day Turkey), in the mid-2nd century BC.

No terrestrial globes from Antiquity or the Middle Ages have survived. An example of a surviving celestial globe is part of a Hellenistic sculpture, called the Farnese Atlas, surviving in a 2nd-century AD Roman copy in the Naples Archaeological Museum, Italy.[3]

Early terrestrial globes depicting the entirety of the Old World were constructed in the Islamic world.[4][5] According to David Woodward, one such example was the terrestrial globe introduced to Beijing by the Persian astronomer, Jamal ad-Din, in 1267.[6]

File Description	Template	Documents	
Any additional information		Kerala-12.pdf	Remove

Messages Timeline Exceptions Views ⓪ Route Queries ② Mails Auth Gate Session Request

POST hei/dynamic_questionnaire ⚙ 2MB ⏱ 63.58ms #3 dynamic_questionnaire

Screenshots of QIF Metric (QnM)

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AISHE Id: C-44444

Higher Education Institution

Dashboard

Manage IIQA   ‹

Manage SSR   ⌄

Profile for SSR

Extended Profile & QIF

Executive Summary

SSR Initial Payment

Submit SSR

SSR-DVV Clarifications

Student Details for Survey

Assessment History

Assessment Timeline

Criterias ⋮   Teaching-learning and Evaluation   Save

2.1: Student Enrolment and Profile

2.1.1: Average percentage of students from other States and Countries during the last five years   `0`   %

2.1.1.1: Number of students from other states and countries year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Template	Documents	
Any additional information		Kerala-12.pdf	Remove
List of students (other states and countries)✳		1.1.3.xlsx	Remove
Institutional data in prescribed format✳	NAAC Template	1.1.3.xlsx	Remove

2.1.2: Demand Ratio(Average of last five years) ❓   `187:257`

2.1.2.1: Number of seats available year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	7	5	5	5

Screenshots of QIF Metric (QnM)

HEI Portal ≡   👤 TEST XXXXXXX

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AISHE Id: C-44444

Criterias ⁝   Student Support and Progression   Save

Higher Education Institution

Dashboard

Manage IIQA   ‹

Manage SSR   ⌄

   Profile for SSR

   Extended Profile & QIF

   Executive Summary

   SSR Initial Payment

   Submit SSR

SSR-DVV Clarifications

Student Details for Survey

Assessment History

Assessment Timeline

5.1.3: Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and Meditation
8. Personal Counselling

○ 7 or more of the above   ○ Any 6 of the above
○ Any 5 of the above   ○ Any 4 of the above
○ 3 or less of the above

File Description	Template	Documents
Link to Institutional website		
Any additional information		Upload ❓
Details of capability enhancement and development schemes ✱	NAAC Template	Upload ❓

5.1.4: Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years   [＿＿＿＿＿] %

5.1.4.1: Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year wise during last five years	2016-17	2015-16	2014-15	2013-14	2012-13
	☐	☐	☐	☐	☐

Messages   Timeline   Exceptions   Views ⓪   Route   Queries ④   Mails   Auth   Gate   Session   Request

👤 ↱ POST hei/ssrhome   ⚙ 6MB   ⏱ 101.37ms   #19 ssrhome (ajax) (15:07:2 ▾

Screenshots of QIF Metric (Q1M)

👤 TEST XXXXXXX

hajirasalim786@gmail.com
AISHE Id: C-44444

Higher Education Institution

Dashboard

Manage IIQA ‹

Manage SSR ⌄

Profile for SSR

Extended Profile & QIF

Executive Summary

SSR Initial Payment

Submit SSR

SSR-DVV Clarifications

Student Details for Survey

Assessment History

Assessment Timeline

Criterias : Institutional Values and Best Practices | Save

promotion programs organized by the institution✱ | Template | Upload ⌄

7.1.2: Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room❓

Bringing greater gender sensitivity can be made through providing special interactive hours between boys and girls without interference of teachers. they should be given different topics per week and should be asked for better conclusions that they can form. when teachers are involved in such discussions it actually turns out to be impossible for students to be frank for their views. while when they are with their classmates they can more easily prove their points. and it should be mandatory.

body   p

Minimum 500 characters and Maximum 500 words permitted.

File Description	Template	Documents
Any additional information		Upload ❓
Link for Additional Information		

7.1.3: Percentage of annual power requirement of the Institution met by the renewable energy | % |

Data Template

1. Curricular Aspects (100)

1.1 Curriculum planning and implementation (20)

1.1.2 Number of certificate/diploma program introduced during last five years (5)

Program code	Program name	Course code	Name of the Certificate/ diploma introduced in last 5 years	Year of introduction

Data Template

Year of enrolment	Number of students enrolled from other states	Number of students enrolled from other countries

2.1.1 students from other States and Countries during the last five years

Optional metrics

Optional Metrics: In these diversified education system, there can be few metrics which may not be applicable to the HEI's. Thus in order to facilitate the HEI's NAAC has come out with this concept of Non Applicable Metrics.

Optional metrics

Thus the provision is made for the HEI's to opt out some of the metrics which may not be applicable to them for various reasons. Following are the rules for opting out non applicable metrics:

a) Maximum weightage of metrics that can be opted out shouldn't exceed 50 (up to 5%).

b) Metrics with maximum of total 20 weightage per criteria can only be opted out.

c) All metrics in Criterion 7 are essential. None of the metrics in this Criterion can be opted out.

d) Metrics identified as essential cannot be opted out (list of essential metrics are stated in Appendices 3, 4 & 5).

PEER TEAM VISIT

- After prequalification institution ready for Peer Team Visit.

- Preparation of Peer Team Visit PTV.

- On-site visit & Assessment outcome

.... Continues

ASSESSMENT OUTCOME

PART I (Peer Team Report)

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

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

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

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

ASSESSMENT OUTCOME

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

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

"NAAC Accreditation Outcome"

It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.

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

Section - II

CRITERION WISE ANALYSIS	
Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)	
Criterion 1 – Curricular Aspects (Key Indicator and Qualitative Metrics (Q₁M) in Criterion I)	
1.1.	*Curriculum Design and Development:*
1.1.1 Q₁M	Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University
1.2	*Academic Flexibility:*
1.3	*Curriculum Enrichment:*
1.3.1 Q₁M	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	*Feedback System:*

Qualitative analysis of Criterion I (300 to 500 words)

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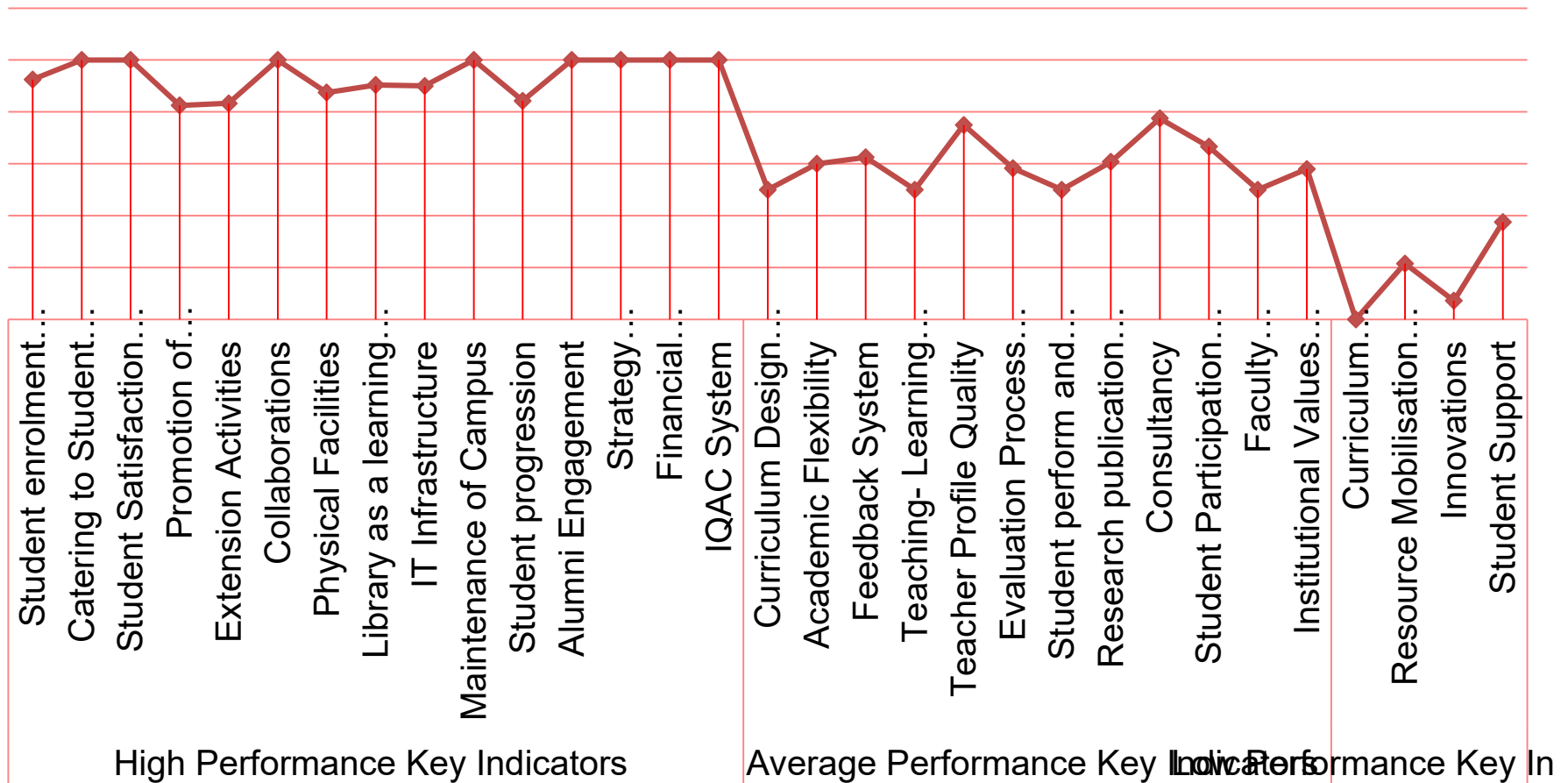...

Quality Profile of Higher Education Institution

Statistical Analysis of Quantitative Metrics

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

QnM Weighted score of the Institution across Key Indicators based on performance (percentage)

Chart X-axis labels (left to right):

Student enrolment..., Catering to Student..., Student Satisfaction..., Promotion of..., Extension Activities, Collaborations, Physical Facilities, Library as a learning..., IT Infrastructure, Maintenance of Campus, Student progression, Alumni Engagement, Strategy..., Financial..., IQAC System, Curriculum Design..., Academic Flexibility, Feedback System, Teaching- Learning..., Teacher Profile Quality, Evaluation Process..., Student perform and..., Research publication..., Consultancy, Student Participation..., Faculty..., Institutional Values..., Curriculum..., Resource Mobilisation..., Innovations, Student Support

High Performance Key Indicators   Average Performance Key Indicators   Low Performance Key In

- *The scatter chart depicts the performance of QnM weighted score of an institution across the Key Indicators.*
- *Based on the performance of Qn metrics, across key Indicators can be categorised into high performance Key Indicator (≥80%), average performance Key Indicator (51-80%) and Low performance Key Indicator (≤50%).*

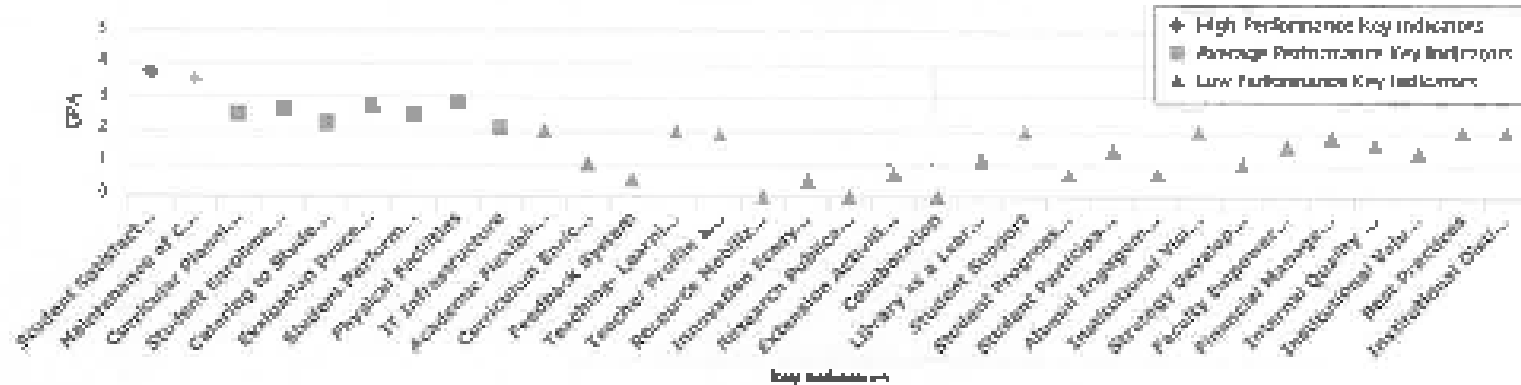Fig: The comparison of Key Indicators (Q₁M & Q₀M) based on grade point average(GPA) calculated from the Institution
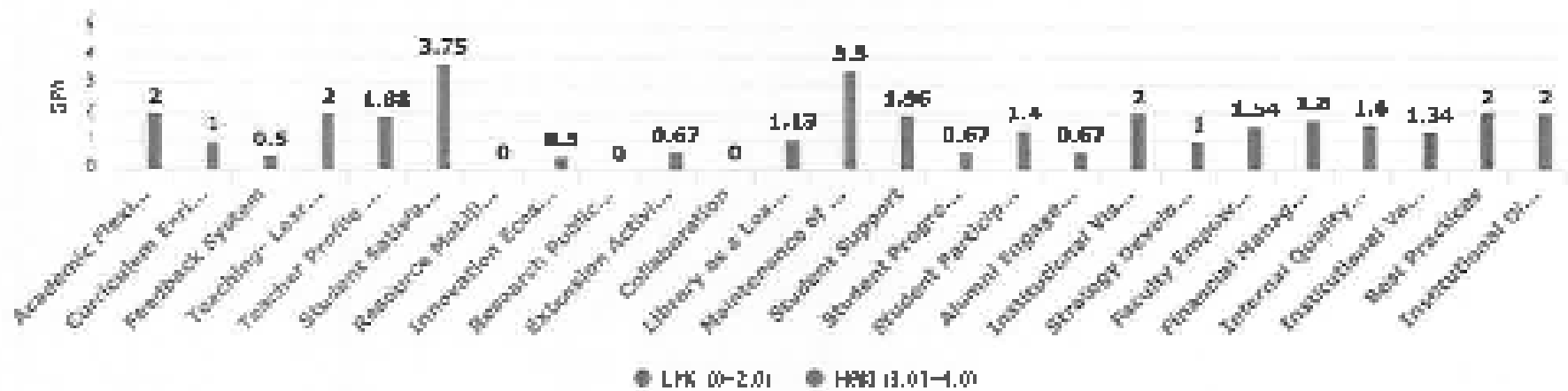
Fig: Comparison of LPKI(0~2.0) and HPKK(3.01~4.0) based on Q₀M & Q₁M

Distribution of Average Performance Key Indicators (2.01 – 3.0)

Infrastructure,
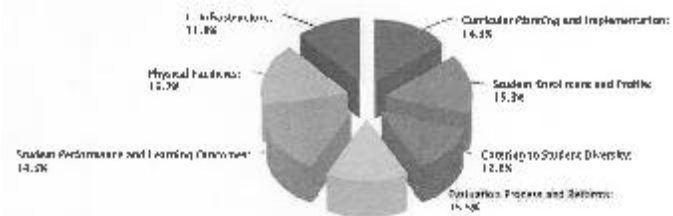11.8%

Curricular Planning and Implementation:
14.1%

Physical Facilities:
15.3%

Student Enrollment and Profile:
15.3%

Student Performance and Learning Outcomes:
14.2%

Catering to Student Diversity:
12.8%

Evaluation Process and Reforms:
16.5%

Fig: Average Performance Key Indicators(2.01 – 3.0) for the institution

Graphical representation of Strengths(4) and Weakness(0) of the institution based on O_nM & OjM (Criteria IV,V,VI and VII)
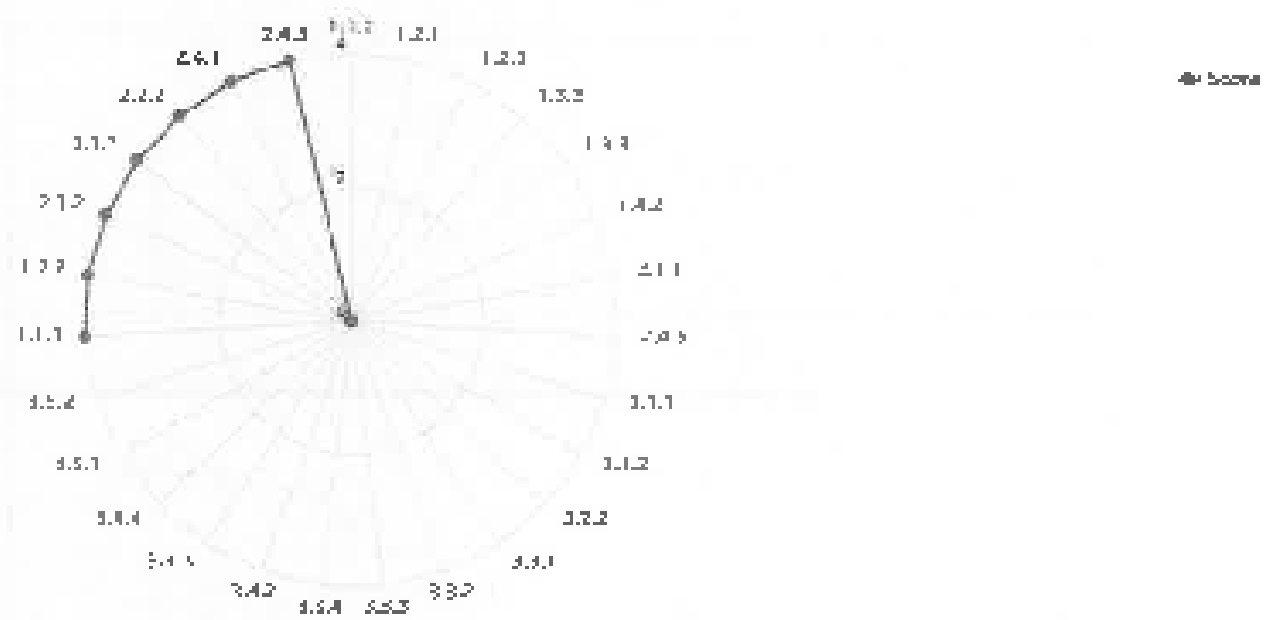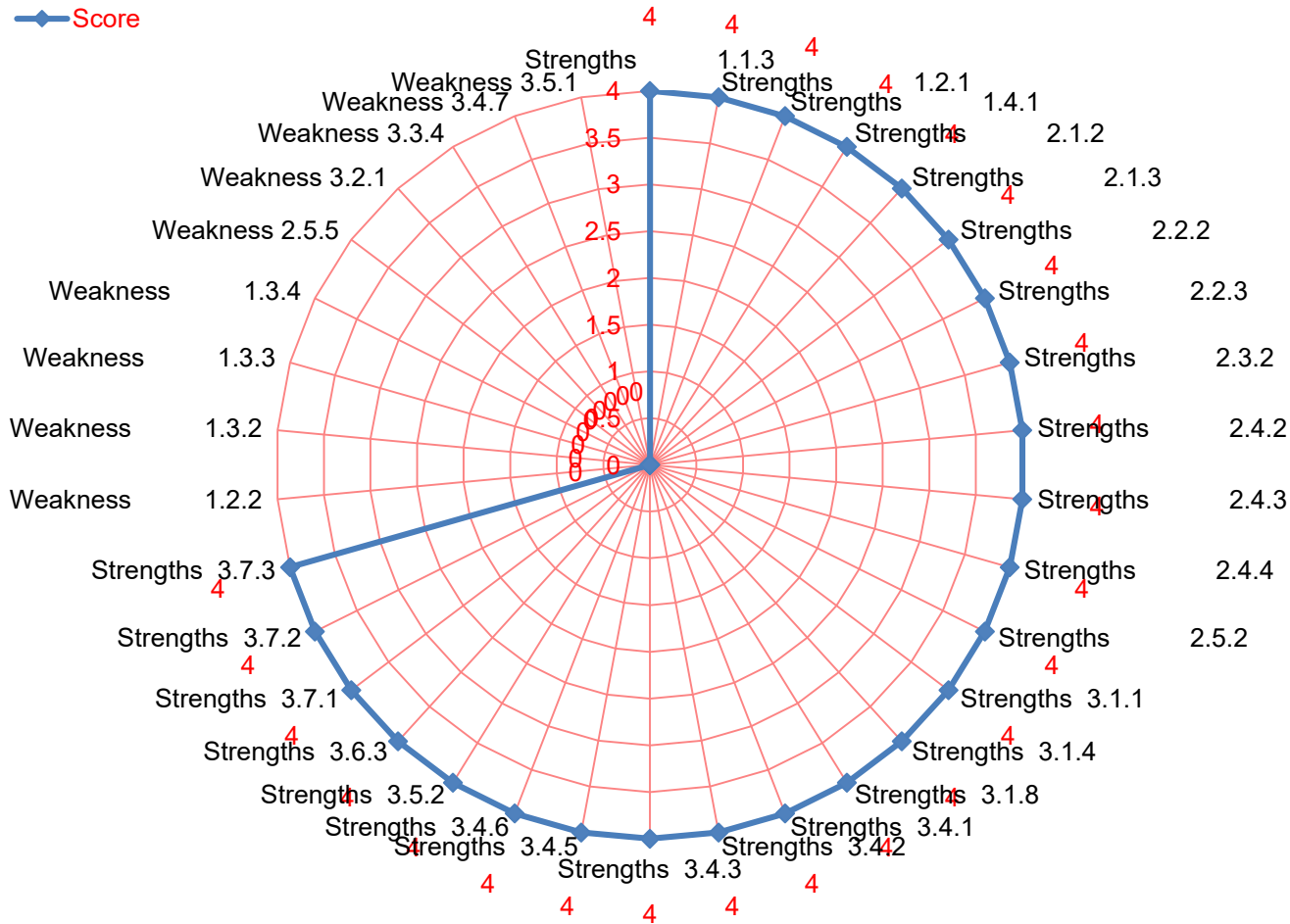
Fig: Graphical representation of Strengths and Weakness of the institution based on OjM & OjM (Criteria IV,V,VI and VII)

Graphical representation of Strengths and Weakness of the institution based on O_xM & O_yM (Criteria I, II and III)

Fig: Graphical representation of Strengths (1) and Weakness (0) of the institution based on O_xM & O_yM (Criteria I,II and III)

Graphical Representation of Strengths (4) and weakness (0) of the institution based on QnM

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

Note: The radar chart depicts the performance of QnM weighted score of an institution across the Qn metrics.
Based on the performance of the institution on quantitative metrics, the performance is categorised into High Performance metrics (strengths - the metric score of an institution is maximum i.e 4) and Low Performing Metrics(weakness- the metric score of an institution is low i.e 0).

Graphical representation of Strengths and Weakness of the Institution based on QnM (Criterion IV, V, VI and VII)
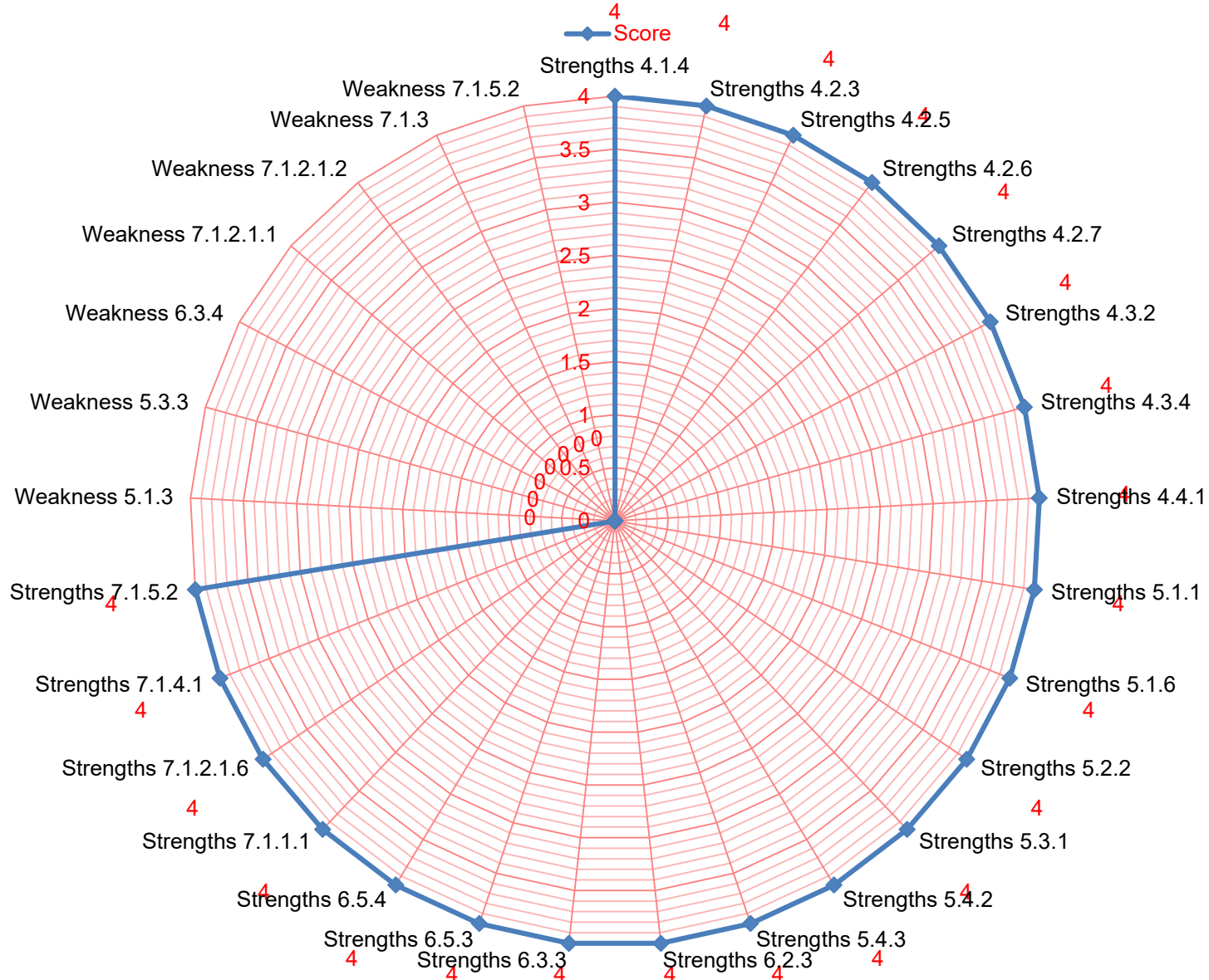
Indian Approach to Quality in HEIs

- IQAC were established in the HEIs

- Private Institutions became eager to be accredited

- Accreditation becomes mandatory for public funding

Indian Approach to Quality in HEIs

- Absence of Indian Institutions in top positions in the world ranking becomes a public debate

- Elite institutions are coming forward to be accredited

Advantages of accreditation

- Demonstrates accountability and commitment to excellence
- Facilities continuous quality improvement
- Inculcate the culture of R&D in the institution

Advantages of accreditation

- Facilitates information sharing
- Recognitions of the achievement/innovations
- Institutions get a new sense of direction and identity
- Provides society with reliable information on quality of education
- Promotes intra and inter institutional interaction

Grading System adopted in the RAF

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

BENEFITS

- ❖ Helps the institution to know its strengths, weaknesses, opportunities through an informed review.
- ❖ To identify internal areas of planning and resource allocation.
- ❖ Enhances collegiality on the campus
- ❖ The outcome of the process provides the funding agencies with objective and systematic database for performance funding.
- ❖ Initiates institution into innovative and modern methods of pedagogy.
- ❖ Gives the institution a new sense of direction and identity.
- ❖ Provides the society with reliable information on the quality of education offered by the institution.
- ❖ Employers have access to information on standards in recruitment.
- ❖ Promotes intra-institutional and inter-institutional interactions.

Tuning up to Stakeholder Expectations

Thank You

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