NAAC Revised Assessment and Accreditation Process at a Glance

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ABSTRACT

Recently the National Assessment and Accreditation Council (NAAC) have revised the Assessment and Accreditation Process launched in July 2017. The Higher Education Institutions (HEIs) will now be assessed with the new process whose online submission has started from 9th November 2017. The new process represents an explicit paradigm shift making it ICT enabled, objective, transparent, scalable and robust. The shift is:

- from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
- towards extensive use of ICT confirming scalability and robustness
- in terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on
- in terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks
- Introducing pre-qualifier for peer team visit, as 30% of system generated score.
- Introducing System Generated Scores (SGS) with combination of online evaluation (about 70%) and peer judgement (about 30%)
- in introducing the element of third party validation of data
- in providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges
- in revising several metrics to bring in enhanced participation of students and alumni in the assessment process

Keywords: NAAC, Assessment, Accreditation, Framework

1. Introduction:

In view with the changing trends in higher education and aligning the reforms and rapidly transforming global education scenario, NAAC has embarked in revising the Assessment and Accreditation (A&A) methodology. Accordingly the Revised Assessment and Accreditation (A&A) Framework was launched in July 2017. Let us take a glance of the revised process.
3. **Criteria for Assessment**
NAAC has identified the following seven criteria to serve as the basis of its assessment procedures:
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

### 3.1 Key Indicators
Under each Criterion a few Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics which actually elicit responses from the HEIs. Distribution of Weightages across 7 Criteria and 34 Key Indicators (KIs) is as follows:

| Criteria                               | Key Indicators (KIs)                                                                 | Universities | Autonomous Colleges | Affiliated Colleges |
|----------------------------------------|------------------------------------------------------------------------------------|--------------|---------------------|---------------------|
| 1. Curricular Aspects                  | 1.1 *(U) Curriculum Design and Development                                         | 50           | 50                  | NA                  |
|                                        | *(A) Curricular Planning and Implementation                                        | NA           | NA                  | 20                  |
|                                        | 1.2 Academic Flexibility                                                           | 50           | 40                  | 30                  |
|                                        | 1.3 Curriculum Enrichment                                                          | 30           | 40                  | 30                  |
|                                        | 1.4 Feedback System                                                               | 20           | 20                  | 20                  |
|                                        | **Total**                                                                          | 150          | 150                 | 100                 |
| 2. Teaching-Learning and Evaluation    | 2.1 Student Enrolment and Profile                                                 | 10           | 20                  | 30                  |
|                                        | 2.2 Catering to Student Diversity                                                | 20           | 30                  | 50                  |
|                                        | 2.3 Teaching-Learning Process                                                     | 20           | 50                  | 50                  |
|                                        | 2.4 Teacher Profile and Quality                                                   | 50           | 60                  | 80                  |
|                                        | 2.5 Evaluation Process and Reforms                                               | 40           | 40                  | 50                  |
|                                        | 2.6 Student Performance and Learning Outcomes                                     | NA           | 50                  | 40                  |
|                                        | 2.7 Student satisfaction Survey                                                   | 30           | 50                  | 50                  |
|                                        | **Total**                                                                          | 200          | 300                 | 350                 |
| 3. Research, Innovations and Extension | 3.1 Promotion of Research and Facilities                                         | 20           | 20                  | NA                  |
|                                        | 3.2 Resource Mobilization for Research                                           | 20           | 10                  | 10                  |
|                                        | 3.3 Innovation Ecosystem                                                          | 30           | 20                  | 10                  |
|                                        | 3.4 Research Publications and Awards                                             | 100          | 20                  | 20                  |
|                                        | 3.5 Consultancy                                                                   | 20           | 10                  | NA                  |
|                                        | 3.6 Extension Activities                                                          | 40           | 50                  | 60                  |
|                                        | 3.7 Collaboration                                                                | 20           | 20                  | 20                  |
|                                        | **Total**                                                                          | 250          | 150                 | 120                 |
### Table 1: Distribution of Weightages across 7 Criteria and 34 Key Indicators (KIs)

| Criteria                                      | 4.1 Physical Facilities | 4.2 Library as a Learning Resource | 4.3 IT Infrastructure | 4.4 Maintenance of Campus Infrastructure | Total |
|-----------------------------------------------|-------------------------|-----------------------------------|-----------------------|------------------------------------------|--------|
| Infrastructure and Learning Resources         | 30                      | 20                                | 30                    | 20                                       | 100    |
| 5. Student Support and Progression           | 30                      | 30                                | 50                    |                                          | 100    |
| 6. Governance, Leadership and Management      | 10                      | 10                                | 10                    |                                          | 100    |
| 7. Institutional Values and Best Practices    | 50                      | 50                                | 50                    |                                          | 100    |
| Total                                         | 100                     | 100                               | 100                   |                                          | 1000   |

*(U) - applicable only for Universities and Autonomous Colleges
(A) - applicable only for the Affiliated / Constituent Colleges
NA - Not Applicable
4. Revised Assessment and Accreditation Process of NAAC

**Fig 1: NAAC A&A Process**

**Fig 2: Institutional Information for Quality Assessment (IIQA) Application Process**
5. The Grading Pattern – Introduction of Grade Qualifiers

The revised framework will be more ICT intensive and ‘outcome based’. The current grading pattern of NAAC (A++, A+, A, B++, B+, B, C, D) would be continued for accreditation.

| 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 |

Table 2: Grading System

A system of applying minimum qualifiers for achieving a grade has been designed and will be implemented. For eg. Universities should score a minimum of 3.01 in Criteria 1, 2 and 3 for achieving a “A” “A+” “A++” grade
6. Benefits of Accreditation

Accreditation facilitates:
- Institution to know its strengths, weaknesses, and opportunities through an informed review process.
- Identification of internal areas of planning and resource allocation.
- Collegiality on the campus.
- Funding agencies look for objective data for performance funding.
- Institutions to initiate innovative and modern methods of pedagogy.
- New sense of direction and identity for institutions.
- The society look for reliable information on quality education offered.
- Employers look for reliable information on the quality of education offered to the prospective recruits.
- Intra and inter-institutional interactions.

7. Conclusion

The Revised NAAC process is a paradigm shift from earlier process making it ICT enabled, objective, transparent, scalable and robust. However if the points mentioned in the research paper are gone thoroughly will definitely ease on the process for the HEIs.

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