

Dynamics of **Quality Assurance in** Higher Education in India: Issues and **Concern**

Dr. Ganesh Hegde

Deputy Adviser, NAAC,
Bangalore , India



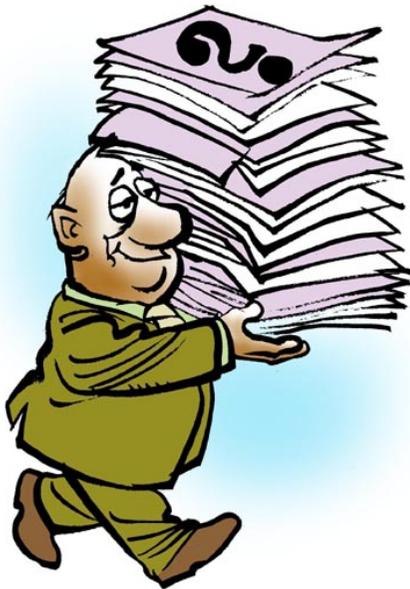
Diversity in Indian Context

- ❑ Religion, Practices, **Language**, society,
- ❑ family, **customs**, festivals, cuisine,
- ❑ clothing, **literature**, poetry, epics, music and
- ❑ dance, paintings, **sculptures**, **architecture** and traditional sports

Diversity in Indian Context (I)

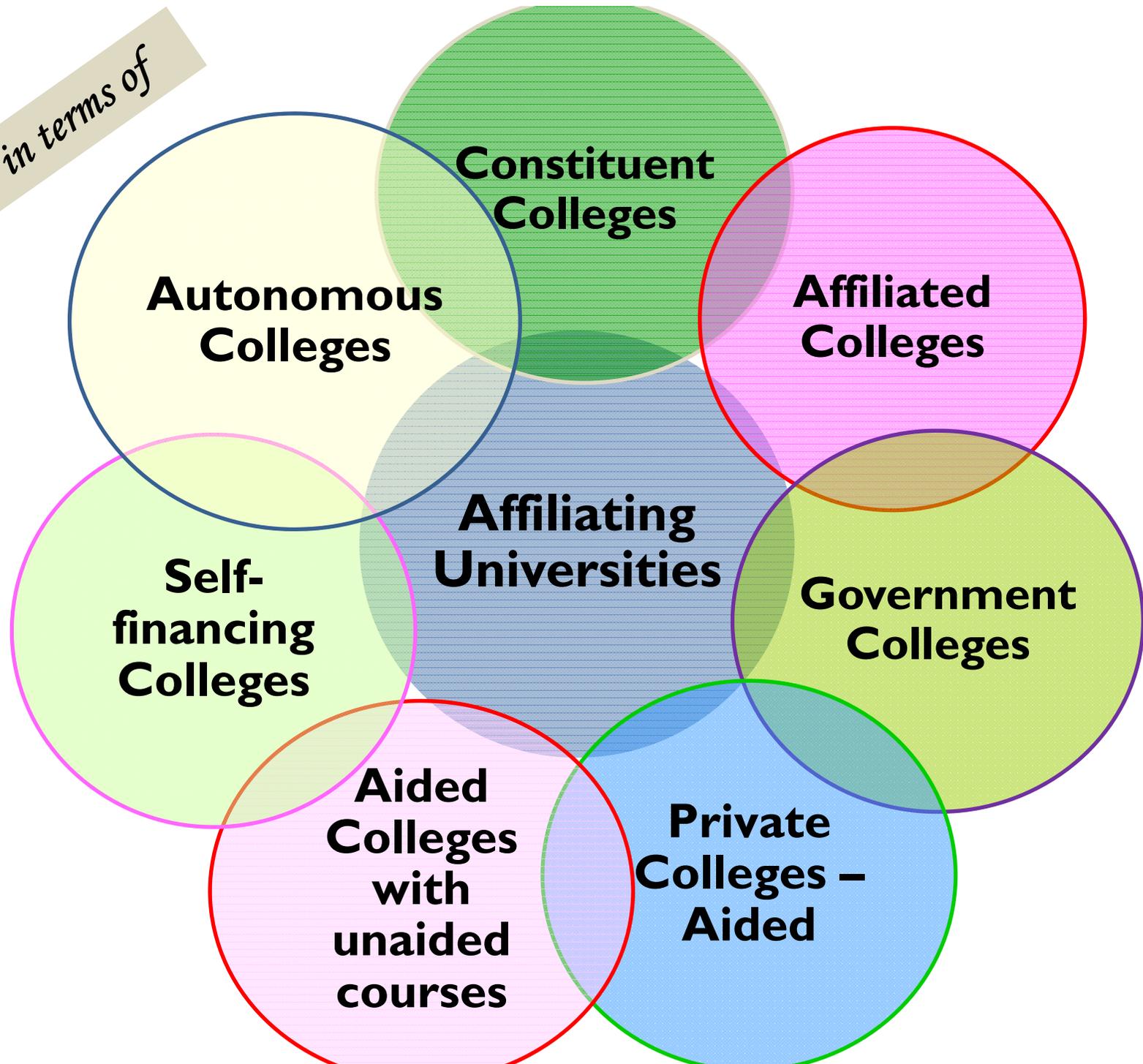
Diversity in terms of

- Geographical, **communication**, student to teacher ratio, admission of student, examination, infrastructural resources, etc.,



- Affiliating University Curriculum, Funding (**State, Central, Private**), recruitment of teachers and more so ever the student community

Diversity in terms of



'Unity in Diversity' has been the distinctive feature of Indian culture.

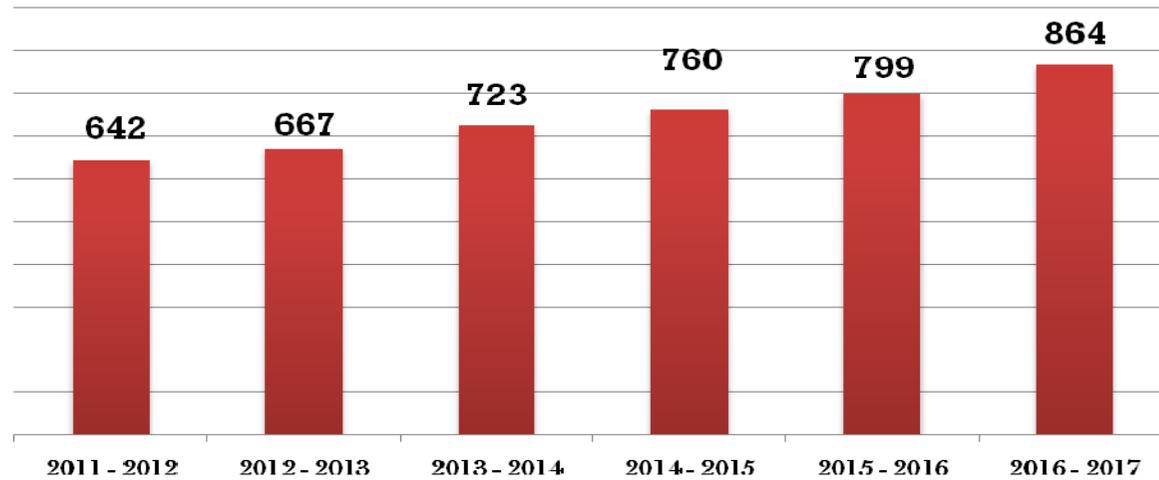


National Assessment and Accreditation Council (NAAC)

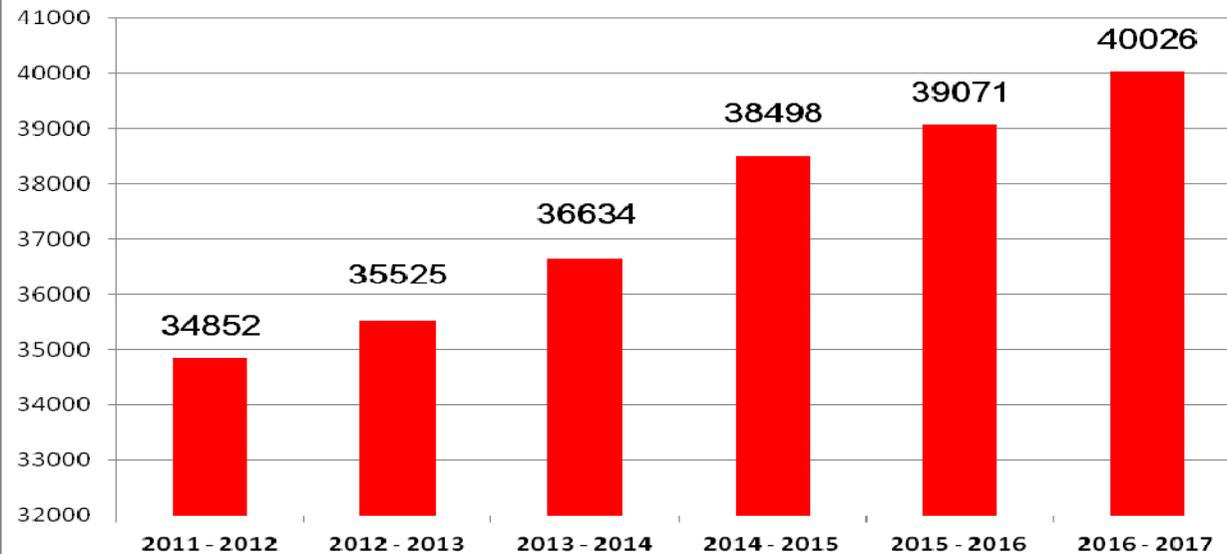
The Context...

- National Assessment and Accreditation Council (NAAC) is a flagship National Quality Assurance body in India.
- University Grants Commission (UGC) established the NAAC as an autonomous institution in the year 1994, headquartered at Bangalore.
- To Assess and Accredite institutions of higher learning with an objective of helping them to work continuously to improve the quality of education.

Year wise Growth - University Level Institutions (AISHE data -2016-17)



Year wise number of Colleges growth

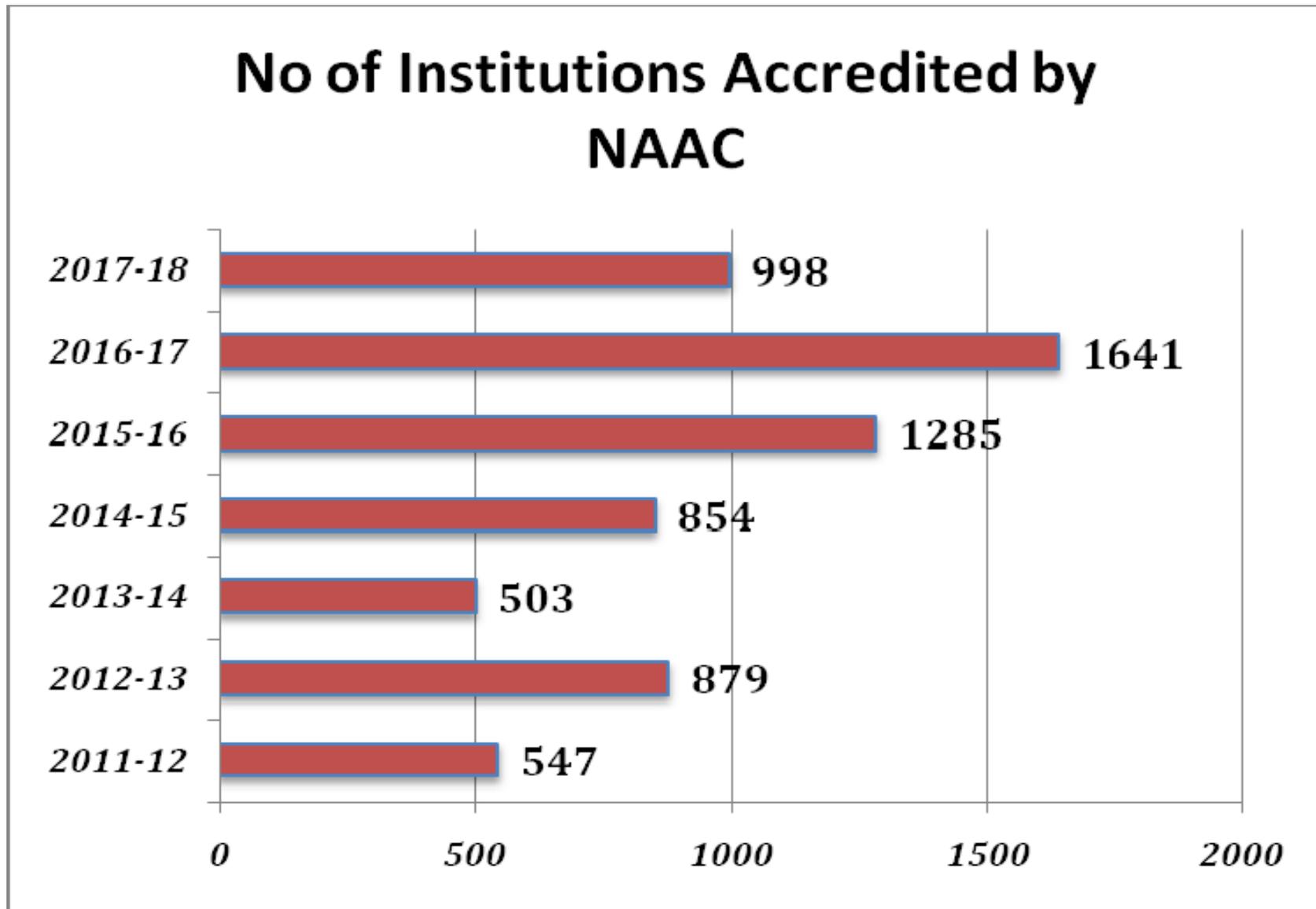


**HIGHER EDUCATION INSTITUTIONS (HEIs)
ACCREDITED BY NAAC**

	Accredited
Number of Colleges	7452
Number of Universities	320
Total	7772
Grand Total = 11,342	

***11,342 includes subsequent cycles
of Accreditation***

HEIs - Accredited by NAAC



Accreditation from first to fourth cycle of the Universities and Colleges the status as on Nov 2018 is as follows:

	First Cycle	Second Cycle	Third Cycle	Fourth Cycle	Total
Universities	320	157	63	0	541
Colleges	7542	3288	675	9	11342

Effectiveness of the Process

1. The gazette notification by MHRD on February 12, 2018 University Grants Commission (Conferment of Autonomous Status upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) Regulations, 2018 has now mandated that without A and higher grade can alone retain autonomous status.
2. Quest for excellence is a continuous process of enhancing the competencies and potential of the Institutions to the highest level of standards. For applying for the UGC schemes like the please receive UGC guidelines (2007-2012) for Universities with Potential for Excellence



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

Effectiveness of the Process

- Further Colleges with Potential for Excellence” (CPE) will also be decided by the UGC with respect to the NAAC Accreditation status either “B’ or “A”. Only such of the colleges which are accredited with ‘A’ grade with more than 3.51 CGPA will be eligible for consideration as College of Excellence (CE) under the Scheme.
- Mandatory Assessment and Accreditation of Higher Educational Institutions Regulations (2012): All Institution of Higher Learning will have to compulsorily undergo the accreditation from an accrediting agency. Many Institutions are applying to NAAC for accreditation.



Effectiveness of the Process (2)

- The regulation by the University Grants Commission (Open and Distance Learning) Second Amendment Regulations, 2018 states that
- University Grants Commission (Open and Distance Learning) Regulations, 2017 (hereinafter referred to as the said regulations),-),- (a) in regulation 3, in sub-regulation 1, for clause (viii), the following clause shall be substituted, namely:-

“(viii) The Higher Educational Institution has valid accreditation from National Assessment and Accreditation Council with minimum Cumulative Grade Point Average of 3.26 on a 4 point scale and has completed five years of existence

Effectiveness of the Process (3)

* One of the major considerations for applying for the status of “Deemed to be University” Status or for the Deemed University to open new campus also depends upon NAAC Accreditation as well as the CGPA which it has obtained from NAAC.

Effectiveness of the Process (4)

1. IQAC funds from UGC: Quality is primarily the responsibility of higher education institutions as such. **Each institution should develop an efficient Internal Quality Assurance Cell (IQAC)** to ensure quality culture at the institutional level.
2. More than 7000 accredited Institutions have established Internal Quality Assurance Cell (IQAC): **Quality enhancement needs** to be encouraged and Quality must be embedded in the institutional culture.

Effectiveness of the Process (5)

More than 26 states which have established State Level Quality Assurance Cells (SLQAC), have conducted more than 400 workshops, 2500 seminars/conferences across in their jurisdiction on quality related issues like use of Internal Quality Assurance Cell (IQAC), use of ICT for quality enhancement, best practices in higher education, students participation for quality enhancement, teaching, learning and evaluation, academic and administration audit, curriculum design and development.

Effectiveness of the Process (6)

Many affiliating Universities are insisting on the institutions to go for accreditation before their permanent affiliation is granted to them. It makes the institutions not only to go for the accreditation but **also to apply to the UGC for the I2B** status so that they can get the funding from the UGC.

Effectiveness of the Process (7)

- Many publications have been brought out within NAAC and in collaboration with **UNESCO, APQN, COL** Training Programmes for Teacher Educators etc., More details can be obtained from the NAAC website.
- Recently the Maharashtra state Government has taken a decision that the institutions must be accredited by **NAAC before the session 2019-20** failing which the students scholarships will not be disbursed.

Effectiveness of the Process (8)

NAAC is a full member of The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) since 1995-96 and also the founder member of The Asia-Pacific Quality Network (APQN). NAAC has an active MoU with leading Accreditation agencies throughout the world. Some of them are COL-Canada, HEEACT-Taiwan, IEEE- USA, HEQC-South Africa, NQA-Nepal, MQA Malaysia, ENQA, and other countries.

Effectiveness of the Process (9)

NAAC has also helped many countries in the **Asia Pacific region** to set up good quality assurance agencies for example in Nepal, Bhutan, Bangladesh, Mauritius etc.

Effectiveness of the Process (10)

For the last **24 years the NAAC has assessed** and accredited large number of many colleges and Universities. Many institutions are yet to seek accreditation. Hence awareness on the New Accreditation Process which has been popularly known as **Revised Accreditation Framework (RAF)** need to done in all parts of the Country.

The accreditation plays a vital role at present for obtaining the funds from the funding agencies.

Distribution of Metrics and Key Indicators across Criteria

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

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

Criteria: **Curricular Aspects**

Number of questions Answered :11/11

1. Curricular Aspects

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?

Rich text editor toolbar with icons for undo, redo, bold, italic, strikethrough, bulleted list, numbered list, link, unlink, source, and help.

The [sphericity 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/dvnamic questionnaire 2MB 63.58ms #3 dynamic_questionnaire

Screenshots of QIF Metric (QnM)

HEI Portal
TEST XXXXXXX



hajirasalim786@gmail.com
AISHE Id: C-44444

Criteria: 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 %

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
<input type="text" value="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)

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

2016-17	2015-16	2014-15	2013-14	2012-13
<input type="text" value="6"/>	<input type="text" value="7"/>	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="5"/>

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

POST hei/dynamic_questionnaire 2MB 63.58ms #3 dynamic_questionnaire

DVV Clarification

Browser tabs: M Inbox (1) - drvinitasahu x | M Inbox (1) - vinita.naac@ x | DVV Report x | NAAC - Apply Online x | Affiliated-College-Manu x | AirAsia | Booking | Book x

Address bar: https://assessmentonline.naac.gov.in/public/index.php/admin/dvv_report?id=1071

NAAC Modules | DR. VINITA SAHU

	<p>1.Name of the programs in which CBCS is implemented 2.Minutes of relevant Academic Council/BOS meetings.</p>		Supporting Document: 1.2.2.pdf											
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>HEI Input : 1.1 %</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td style="color: purple;">0</td> <td style="color: purple;">0</td> <td style="color: purple;">0</td> <td style="color: purple;">30</td> <td style="color: purple;">0</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs 2.Any additional information</p>	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	30	0	Please provide list of the students enrolled in the Program	<p>Provided list of the students enrolled in the Add on program</p> <p>Supporting Document: 1.2.3.pdf</p>	No Answer Change
2017-18	2016-17	2015-16	2014-15	2013-14										
0	0	0	30	0										
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/year-wise</p>	Please provide three Stakeholder feedback analysis filled forms	<p>Provided three stakeholder feedback analysis filled forms from</p>	No Answer Change										

Taskbar: affiliated (6).xlsx | 20k transfer loan o...pdf | Show all x

System tray: Type here to search | ENG IN | 14:56 | 05-10-2018

Comparison of LPKI and HPKI based on Q₁M & Q₂M

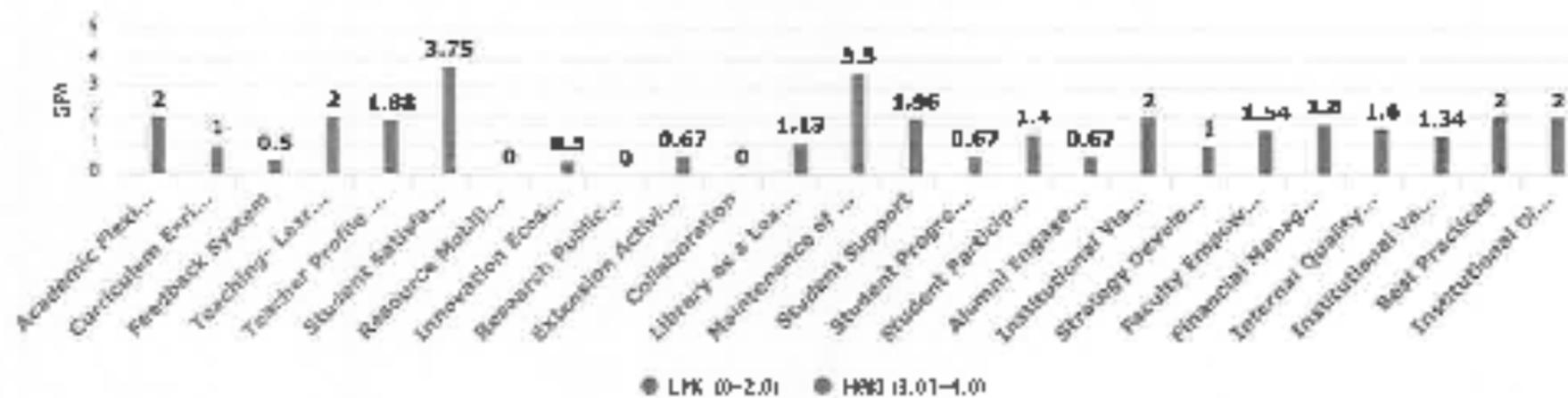


Fig: Comparison of LPKI(0-2.0) and HPKI(3.01-4.0) based on Q₁M & Q₂M

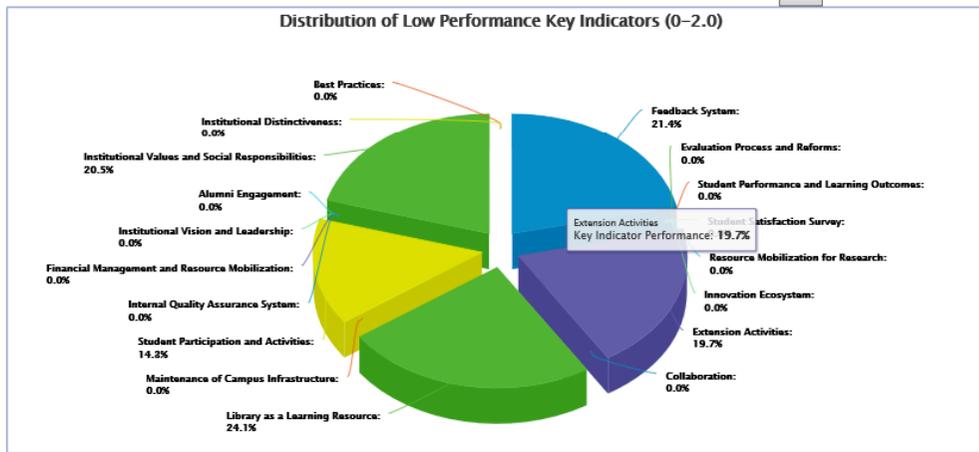
GOVERNMENT ARTS COLLEGE, AMIRGADH,Amirgadh,Gujarat

Accreditation(Cycle : 1)

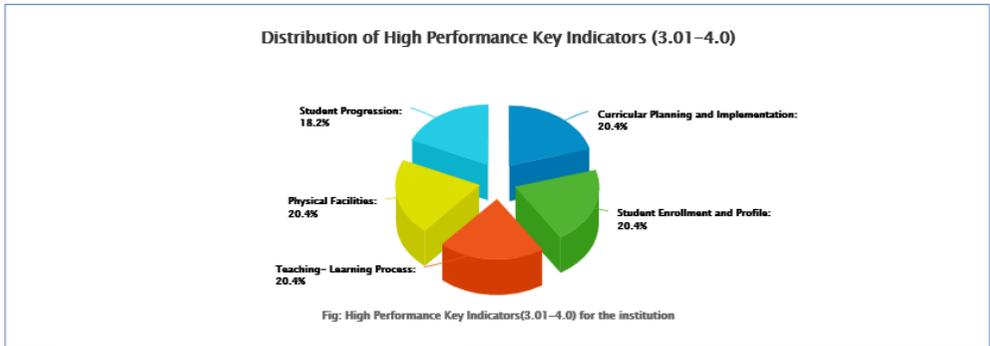
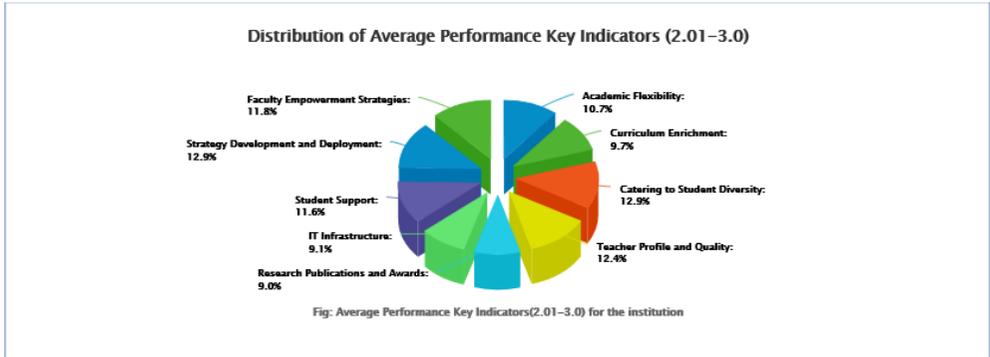
SSR Submitted on : 04-10-2018 Date : 18-03-2019

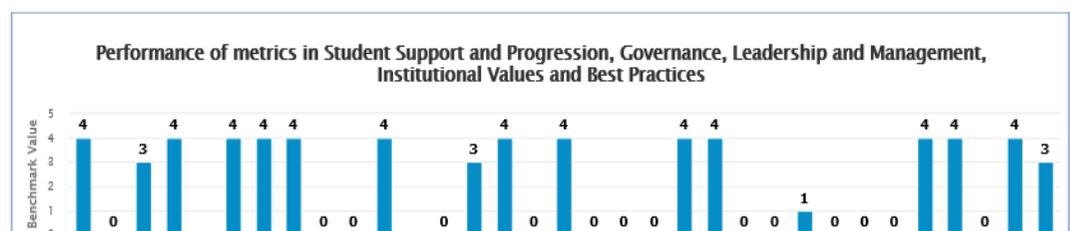
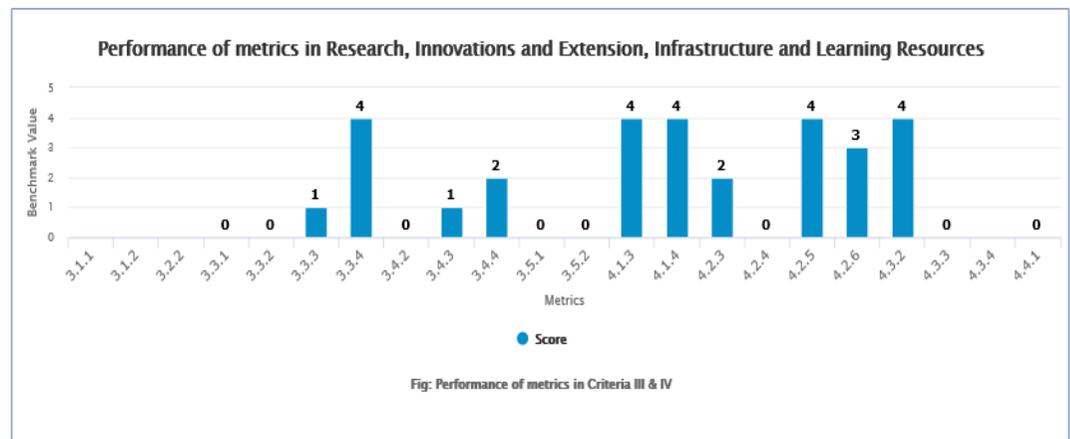
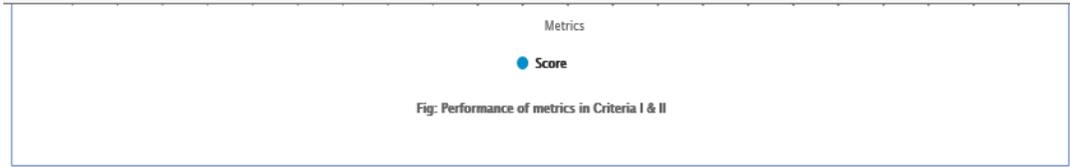
Graphical Representation based on Quantitative Metrics

Print



Distribution of Average Performance Key Indicators (2.01-3.0)





Effectiveness of the Process (II)

NAAC need to look to the various aspects for evaluating the institutions in a proper way with the objective of improving the quality of education in India. The policies and procedures of the NAAC need to undergo the periodical academic audit and systematic review.

Academic, administrative and financial policies and procedures should be continuously improved.

A vibrant tropical waterfall scene. The water cascades over several large, dark grey rocks. The surrounding vegetation is dense and lush, featuring various types of green ferns and bright red flowers, possibly heliconias. The background is filled with more greenery, creating a sense of a deep forest. The overall atmosphere is fresh and natural.

Welcome for your feedback and suggestions

Thank You
Visit: www.naac.gov.in

Dr. Ganesh A. Hegde
Deputy Adviser
ganesh179@gmail.com