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

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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

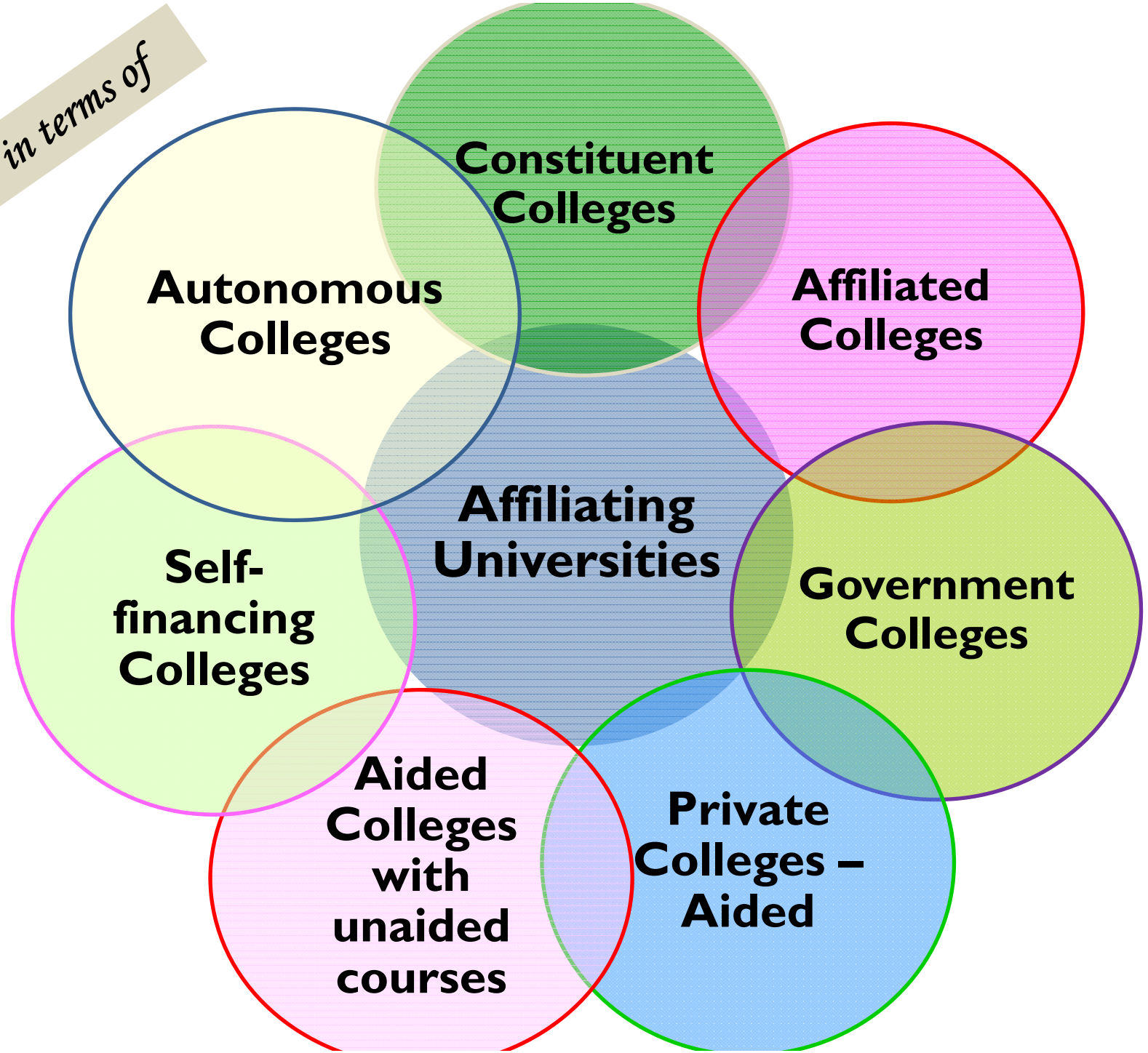
Diversity in Indian Context (1)

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

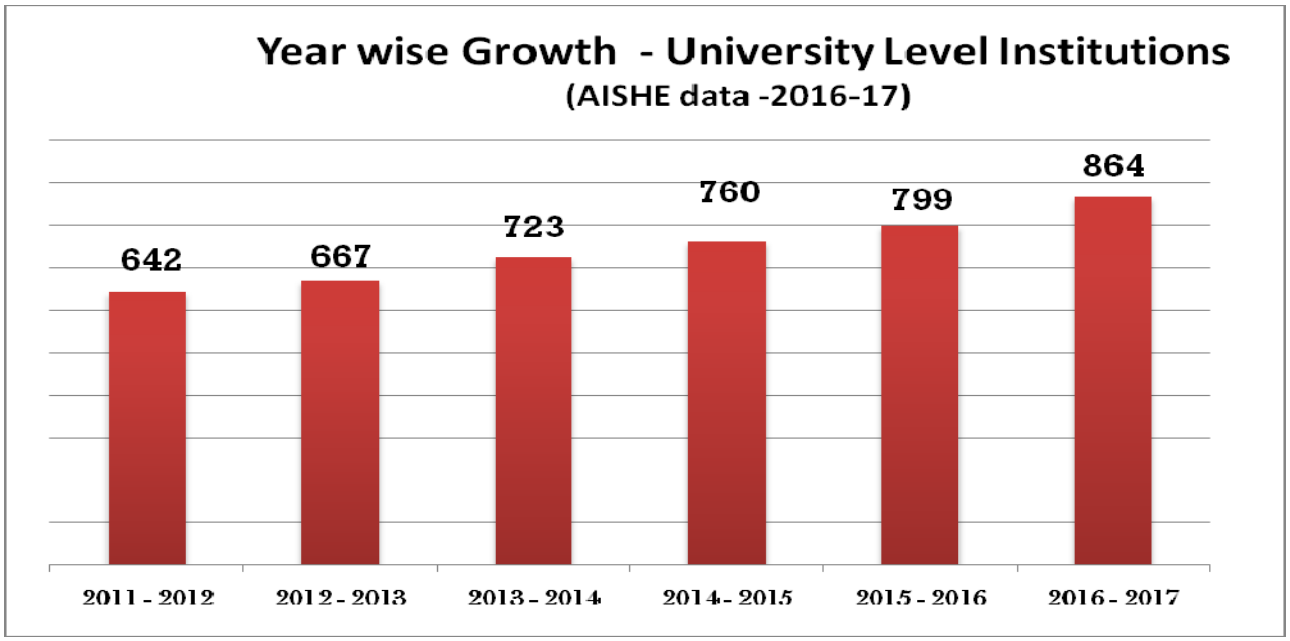


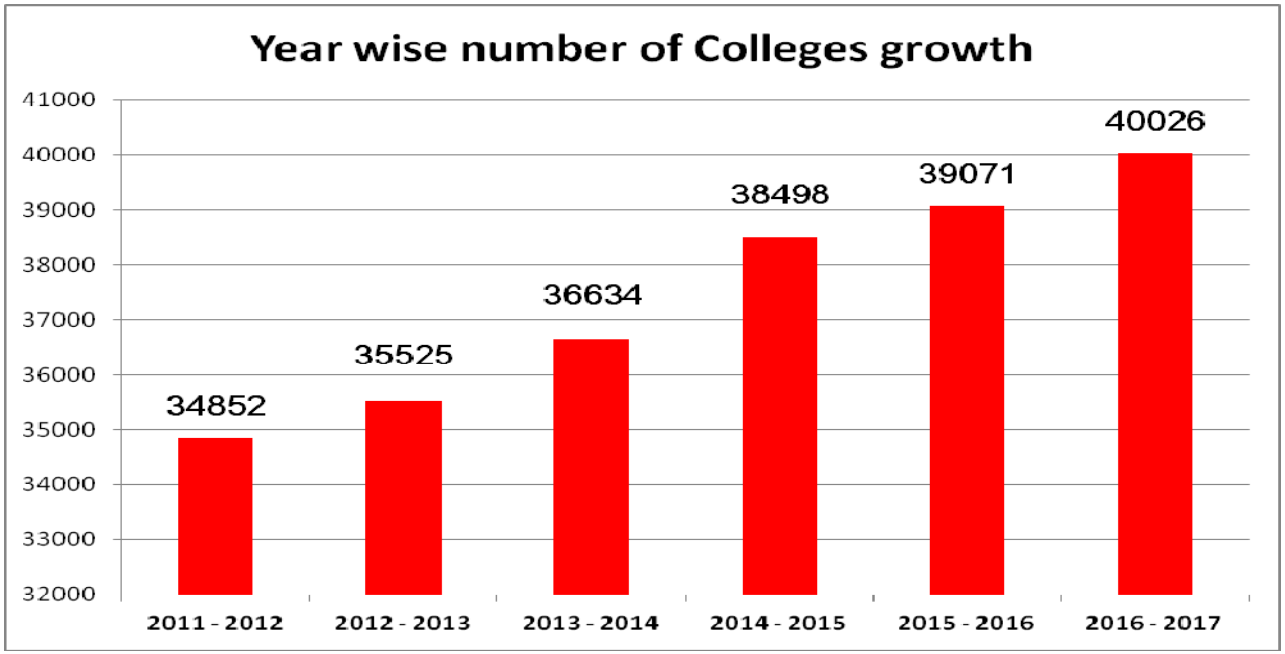
'Unity in Diversity' has been the distinctive feature of Indian culture.

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 year1994, headquartered at Bangalore.
- To Assess and Accredit 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)
642
667
723
760
799
864
2011 - 2012
2012 - 2013
2013 - 2014
2014 - 2015
2015 - 2016
2016 - 2017

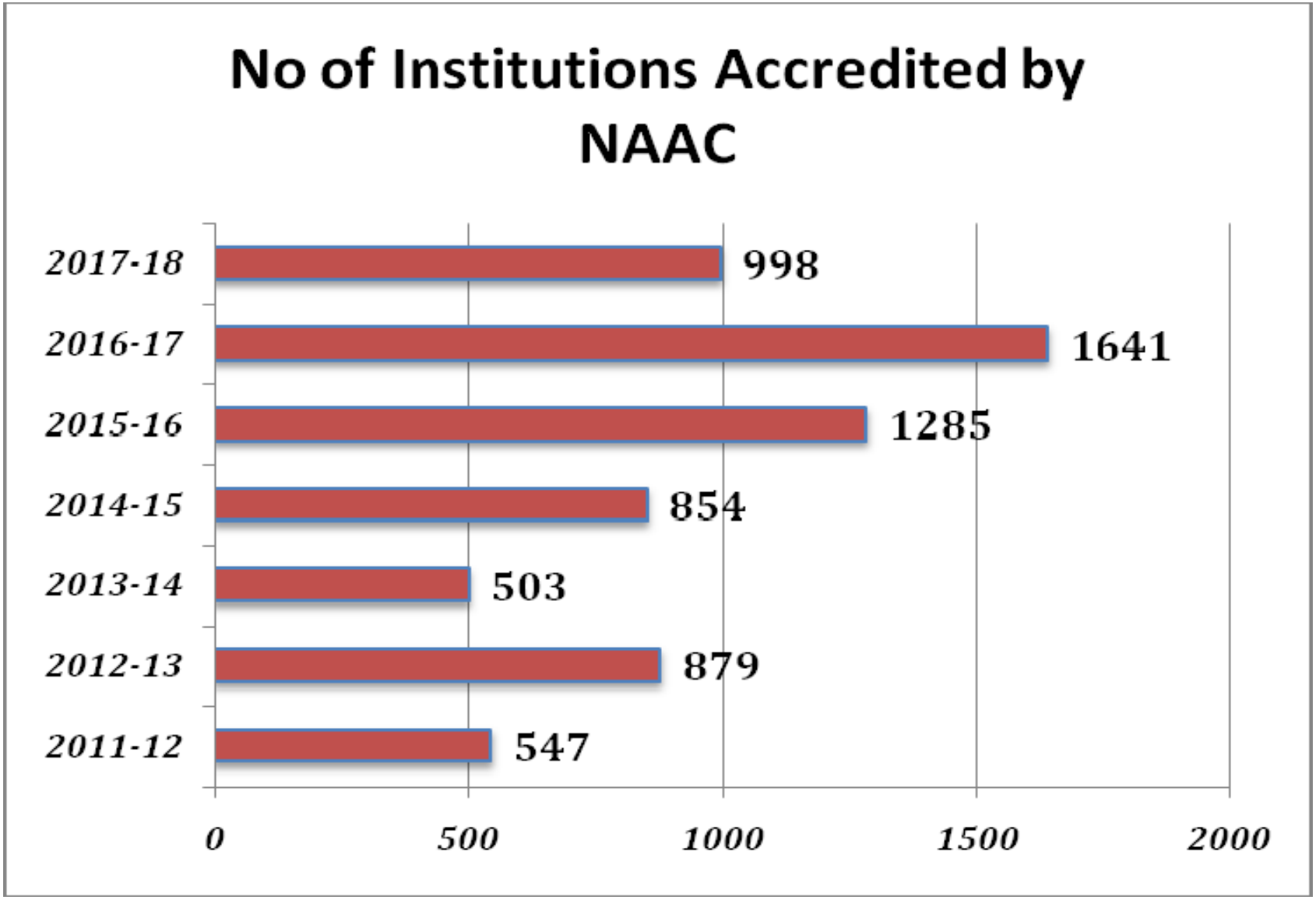

Year wise number of Colleges growth
41000
40000
39000
38000
37000
36000
35000
34000
33000
32000
34852
35525
36634
38498
39071
40026
2011 - 2012
2012 - 2013
2013 - 2014
2014 - 2015
2015 - 2016
2016 - 2017

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 12B 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)

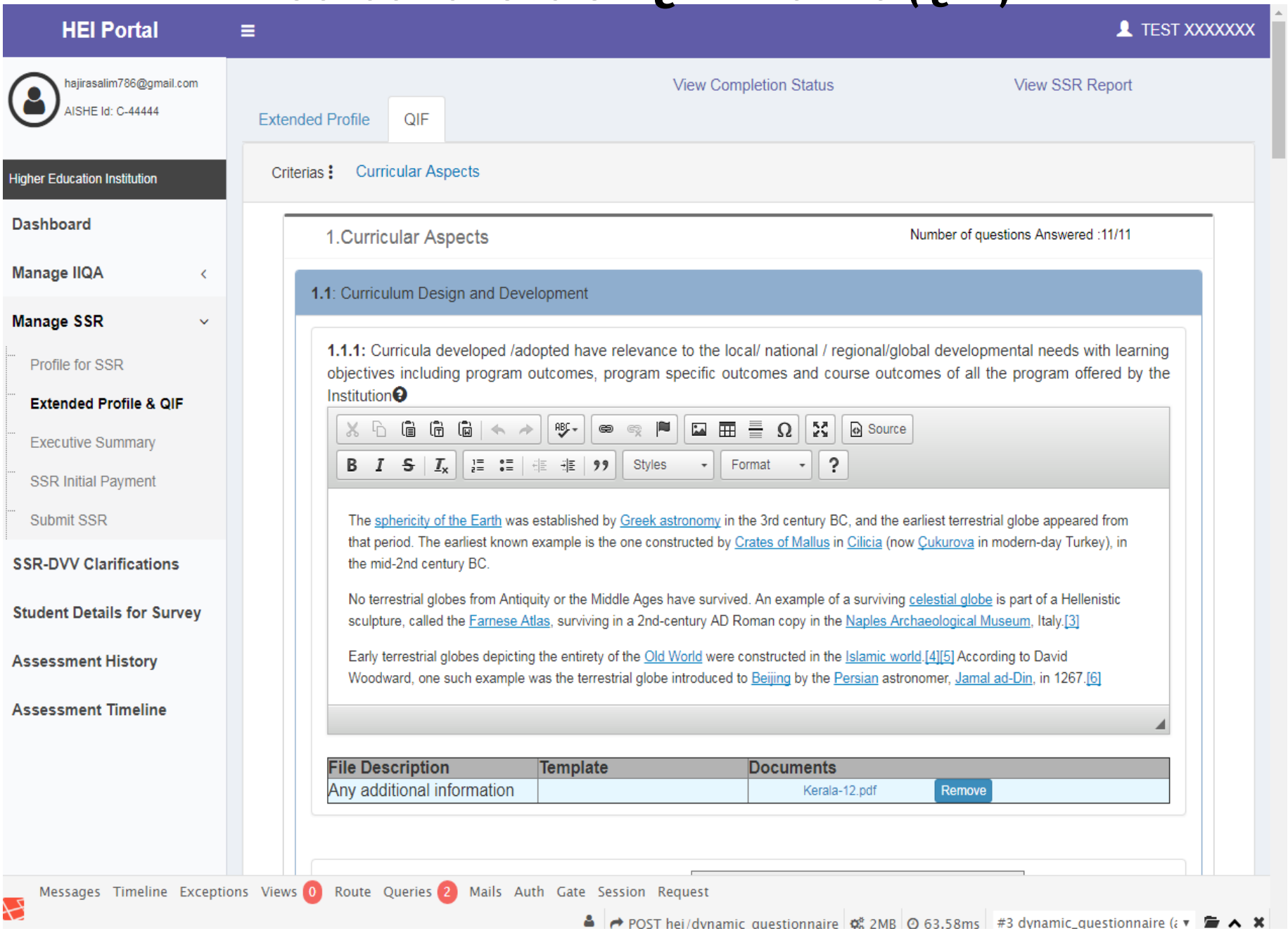
For the last 24 years the NAAC has assessed and accredited large number of many colleges and Universities. Many institutions are yet to seek accreditation. Hence awareness on the New Accreditation Process which has been popularly known as Revised Accreditation Framework (RAF) need to done in all parts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

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

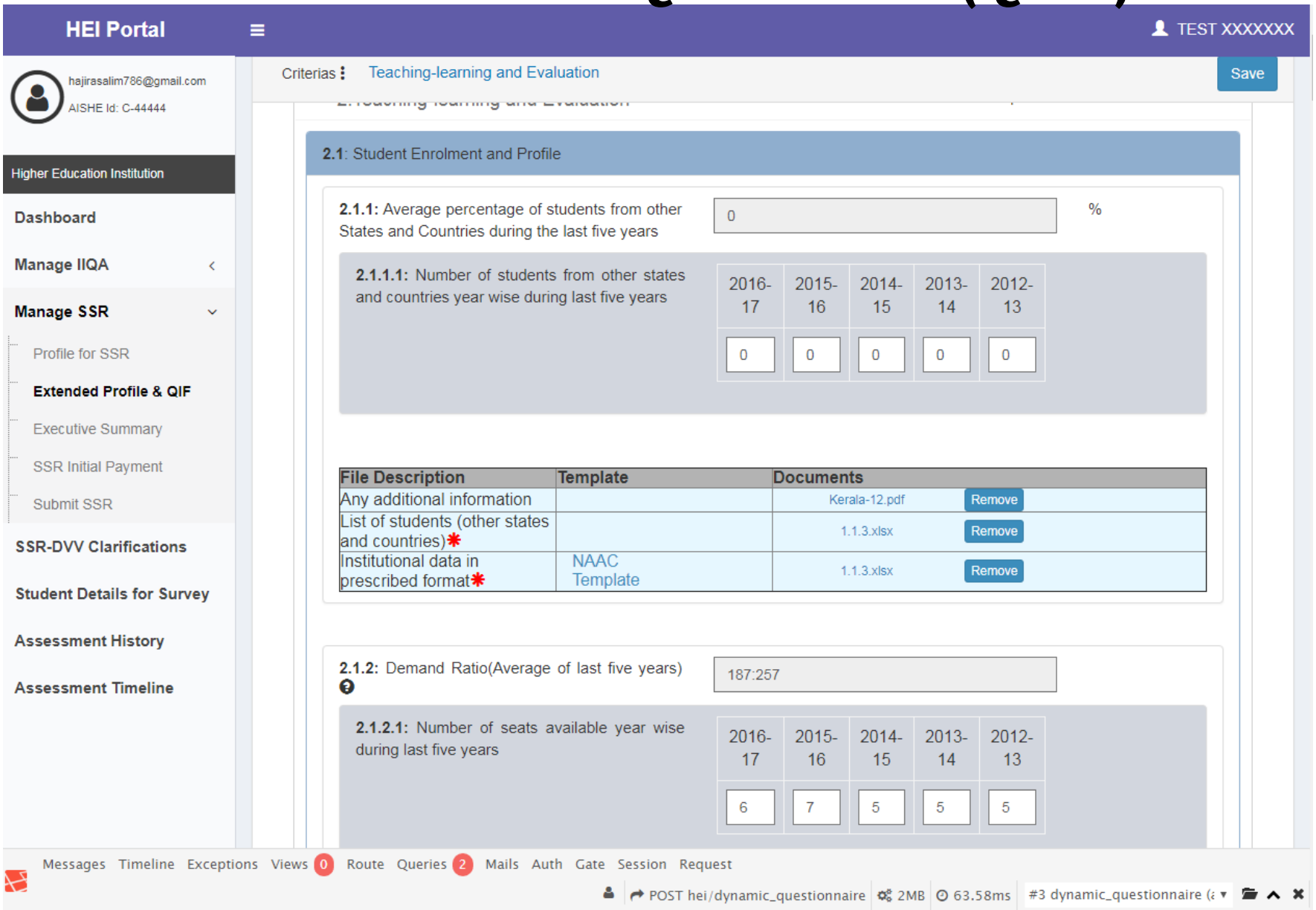
Distribution of Metrics and Key Indicators across Criteria

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

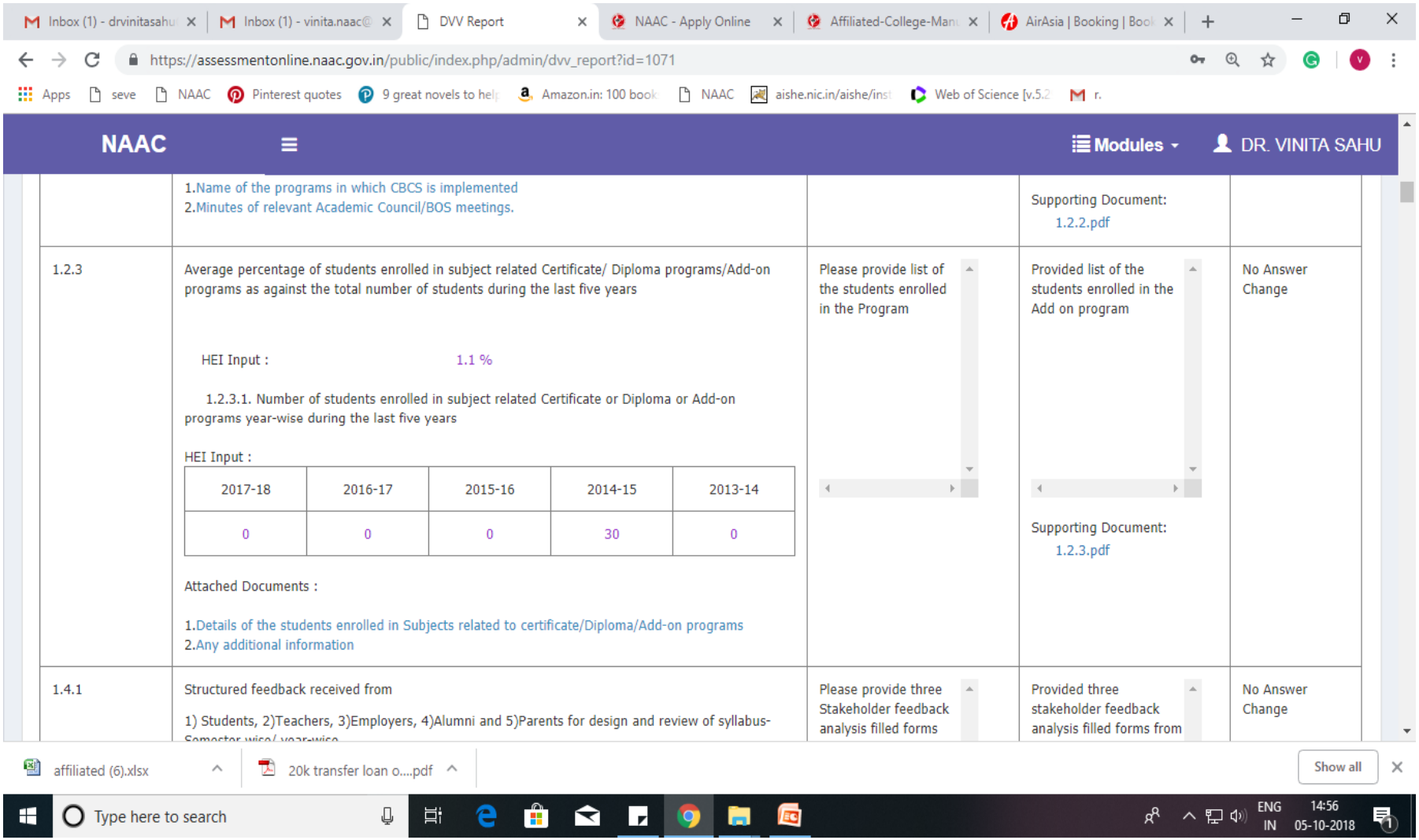
Screenshots of QIF Metric (QIM)



Screenshots of QIF Metric (QnM)



DVV Clarification



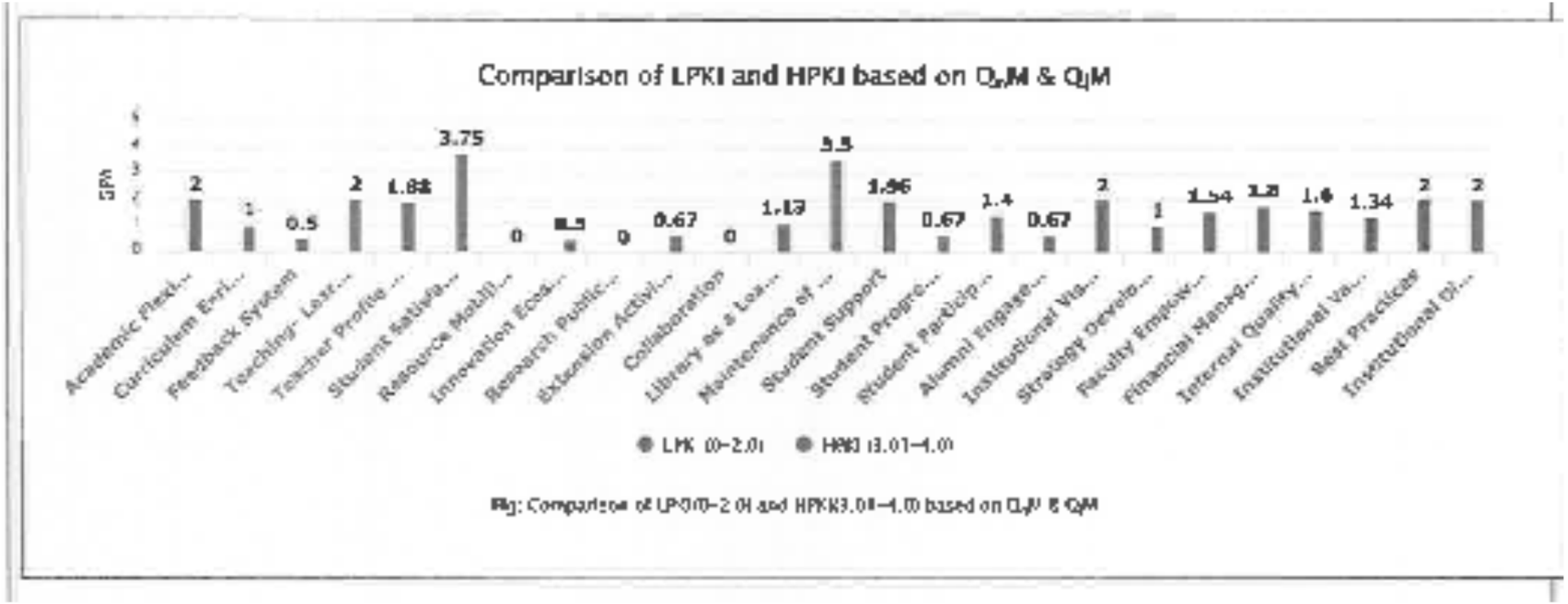


Fig: Comparison of LPKI(0-2.0) and HPKI(3.01-4.0) based on QsM & QjM

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Search...

Graphical Representation b...

Suggested Sites | Web Slice Gallery

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

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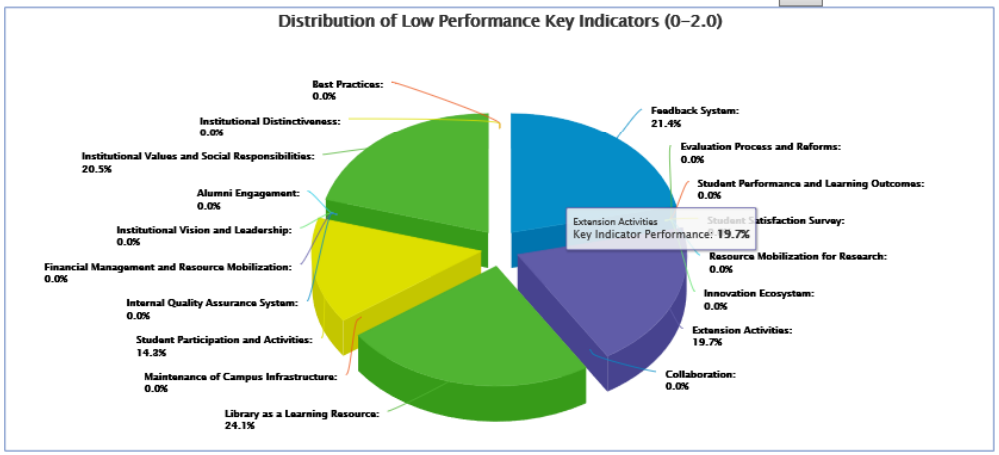

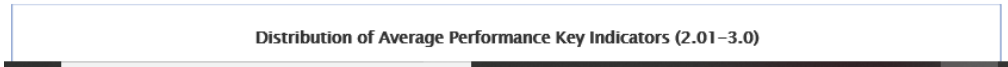

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Distribution of Average Performance Key Indicators (2.01–3.0)

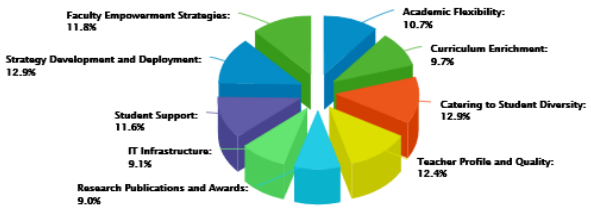

Fig: Average Performance Key Indicators(2.01–3.0) for the institution

Distribution of High Performance Key Indicators (3.01–4.0)

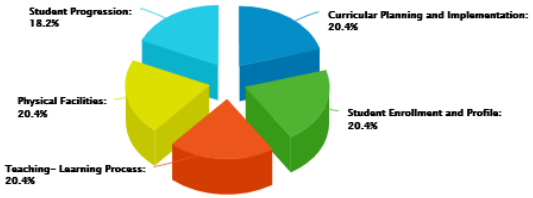

Fig: High Performance Key Indicators(3.01–4.0) for the institution

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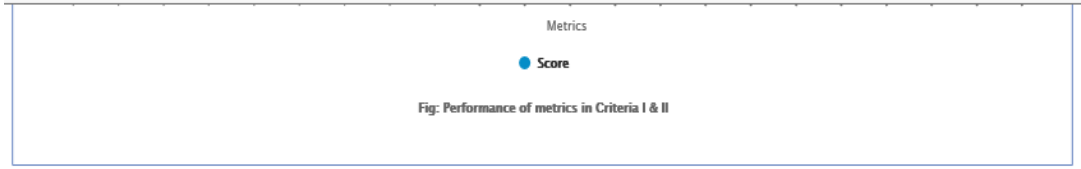


Fig: Performance of metrics in Criteria I & II

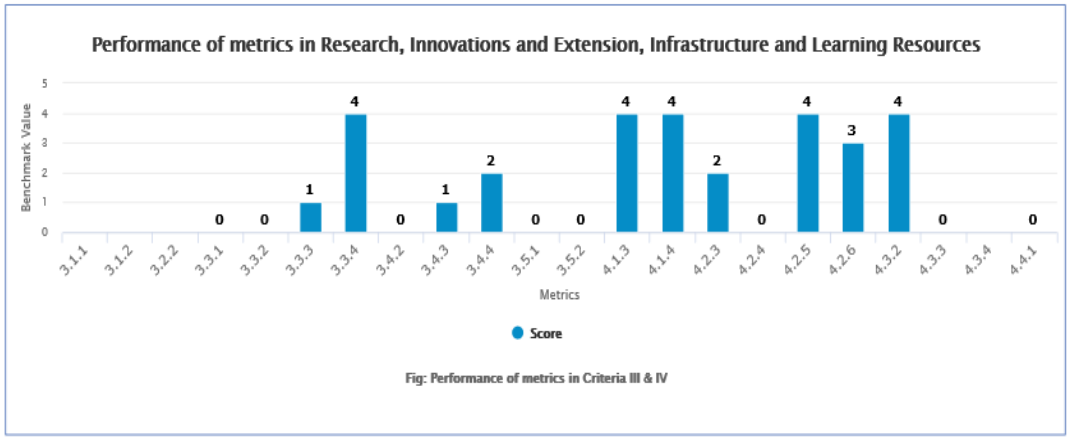
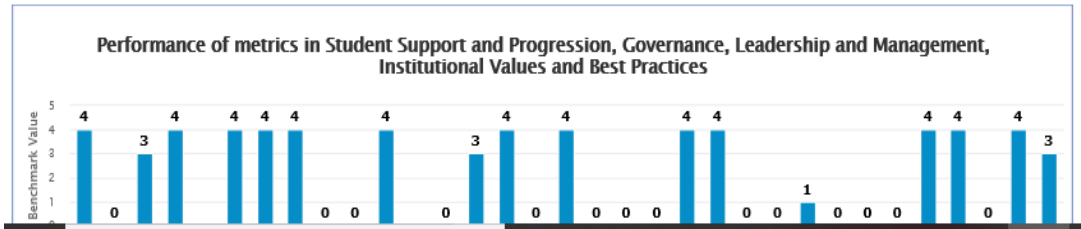


Fig: Performance of metrics in Criteria III & IV



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Effectiveness of the Process (1 1)

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.

Welcome for your feedback and suggestions

Thank You

Visit: www.naac.gov.in

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