

# NAAC Process & Higher Education Scenario in Northren Region.

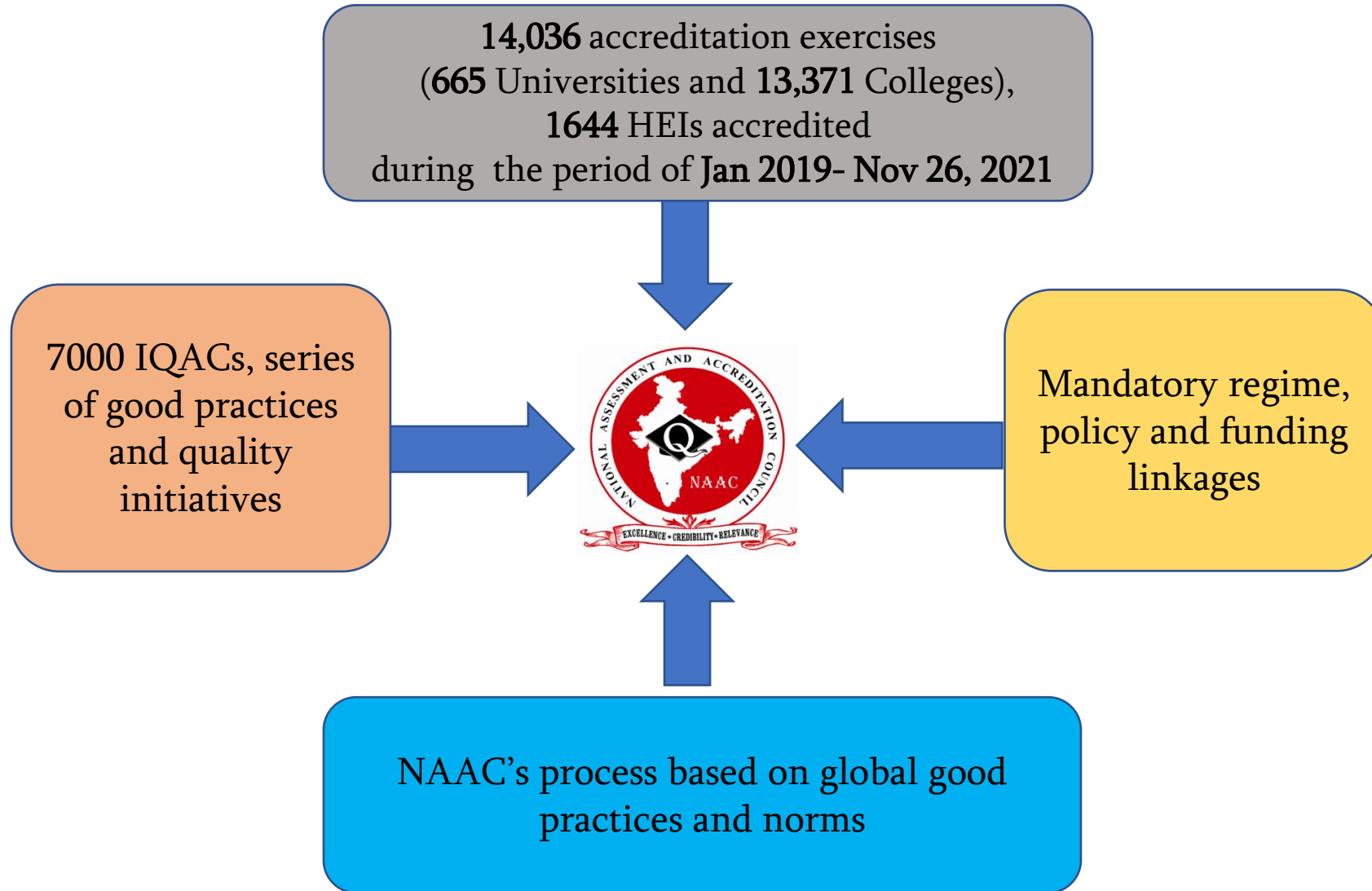
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Deputy Adviser

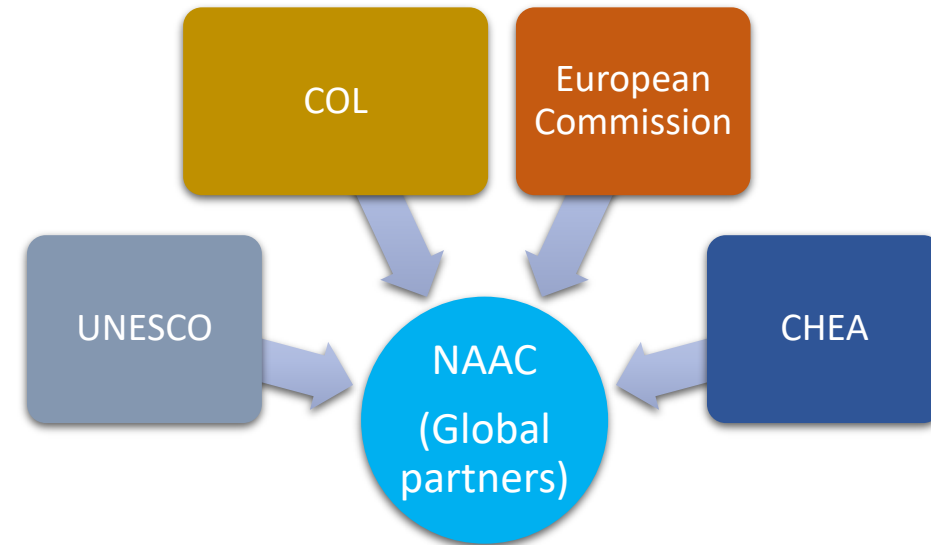
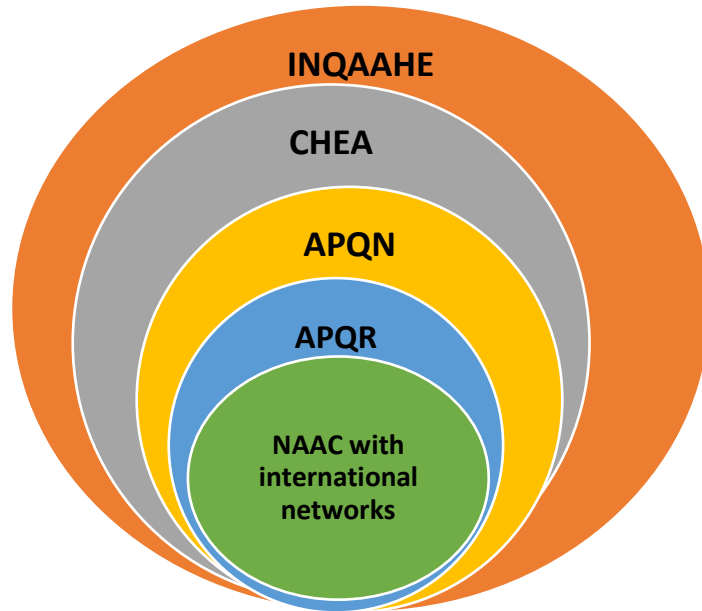
National Assessment and Accreditation Council (NAAC)

Bangalore

# Context: Two Decades of Pioneering Experience



# NAAC - International Alignment & Recognition



NAACs Accreditation is recognised globally for admissions, placements and collaborations

“Bengaluru Statement - 2016 on Next - Generation Quality Assurance of Higher Education” has facilitated 18 Global Quality Assurance partners

Most USA universities recognise NAACs highest grade 3 year HEI degrees equal to 4 year US degree for further studies

Prestigious “APQN Quality Award 2017” for International Co-operation in Quality Assurance

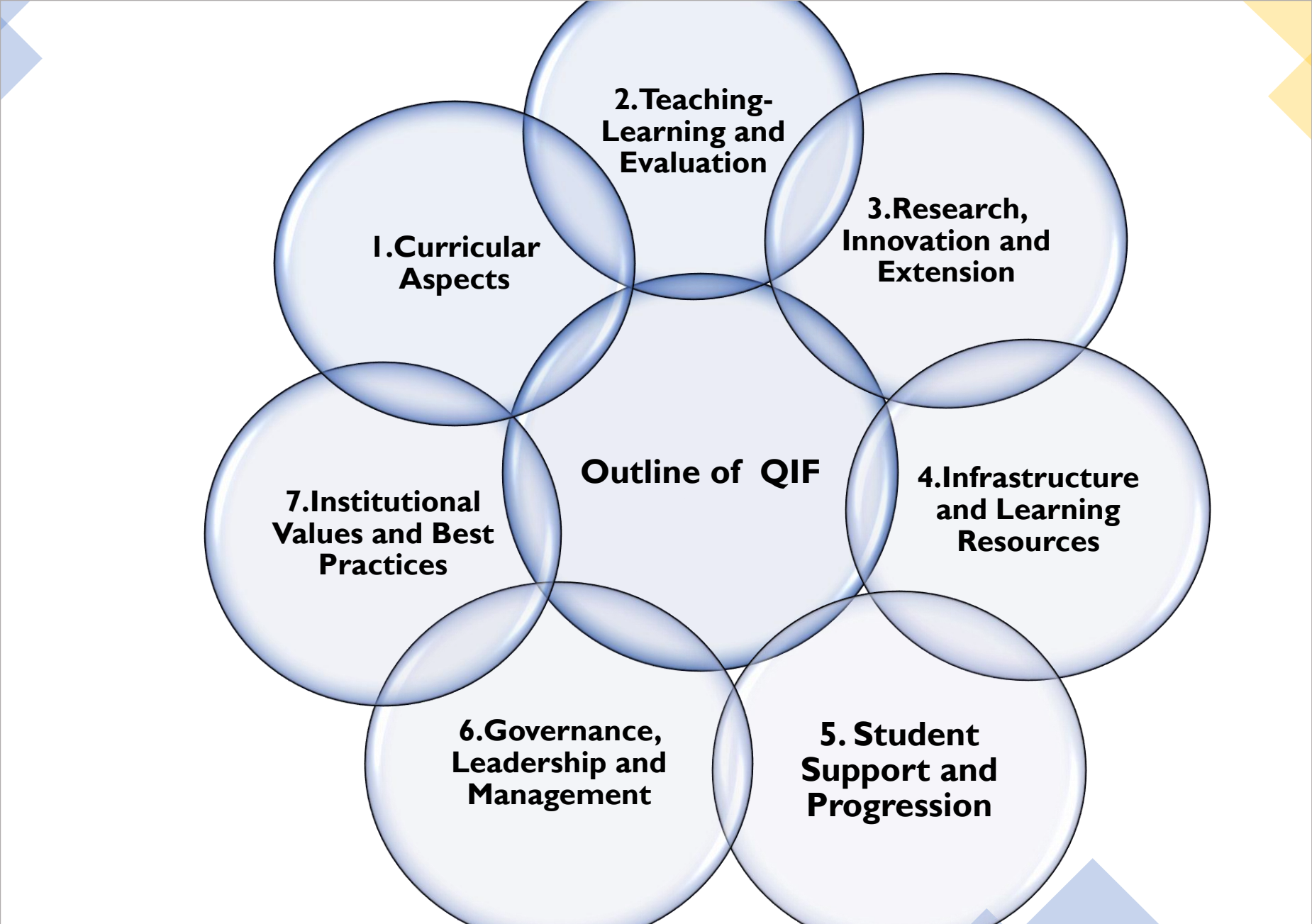
# **Total Institutions accredited by NAAC (As on November 26<sup>th</sup>, 2021)**

	1 <sup>st</sup> Cycle	2 <sup>nd</sup> Cycle	3 <sup>rd</sup> Cycle	4 <sup>th</sup> Cycle	Total
<b>Universities</b>	384	183	85	13	<b>665</b>
<b>Colleges</b>	8416	3661	1223	71	<b>13371</b>
<b>Total</b>	<b>8800</b>	<b>3844</b>	<b>1308</b>	<b>84</b>	<b>14036</b>

*Source: NAAC Statistics Unit, 2021*

## Key Features of Revised Accreditation Framework

- ❖ A Paradigm shift in approach and philosophy.
- ❖ From qualitative peer judgments to data based quantitative indicator evaluation.
- ❖ System Generated scores(SGS) with combination of online evaluation(70%) and peer judgment (30%)
- ❖ Automated Evaluation Model with Increased objectivity & transparency.
- ❖ Significant difference in evaluation of Universities, Autonomous Colleges and Affiliated/Constituent Colleges.
- ❖ Series of Generic Specific Manuals (Health Science, Sanskrit, Yoga, ODL, Dual Mode, Law etc.)
- ❖ Introducing key indicators on Alumni engagement and Student satisfaction survey.
- ❖ Data validation by external professional agencies.



# **QUALITY INDICATOR FRAMEWORK (QIF)**

The criteria-based assessment forms the backbone of A&A process of NAAC. The seven criteria represent the core functions and activities of a HEI. In the revised framework not only the academic and administrative aspects of institutional functioning but also the emerging issues have been included. The seven Criteria to serve as basis for assessment of HEIs are:

- Curricular Aspects
- Teaching-Learning and Evaluation
- Research, Innovations and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership and Management
- Institutional Values and Best Practices

Under each Criterion a few Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics.

# QIF Statistics

Type of HEIs	Universities	Autonomous Colleges	Affiliated Colleges	
			UG	PG
Criteria	7	7	7	7
Key Indicators	34	34	31	32
Qualitative Metrics (QIM)	36	35	35	36
Quantitative Metrics (QnM)	79	72	58	60
Total Metrics (QIM + QnM)	115	107	93	96



SL. NO.	STATE / UNION TERRITORY	NUMBER OF UNIVERSITIES*	NUMBER OF UNIVERSITIES ACCREDITED BY NAAC	NUMBER OF UNIVERSITIES TO BE ACCREDITED BY NAAC
1	Chandigarh	3	2	1
2	Delhi	28	18	10
3	Haryana	53	15	38
4	Himachal Pradesh	27	9	18
5	Jammu and Kashmir	15	7	8
6	Ladakh	1		1
7	Punjab	32	9	23
8	Rajasthan	89	28	61
9	Uttar Pradesh	81	34	47
10	Uttarakhand	36	10	26
	<b>Total</b>	<b>365</b>	<b>132</b>	<b>233</b>

## NAAC Accreditation status of Universities - Northern Region

- \*Source: AISHE Data

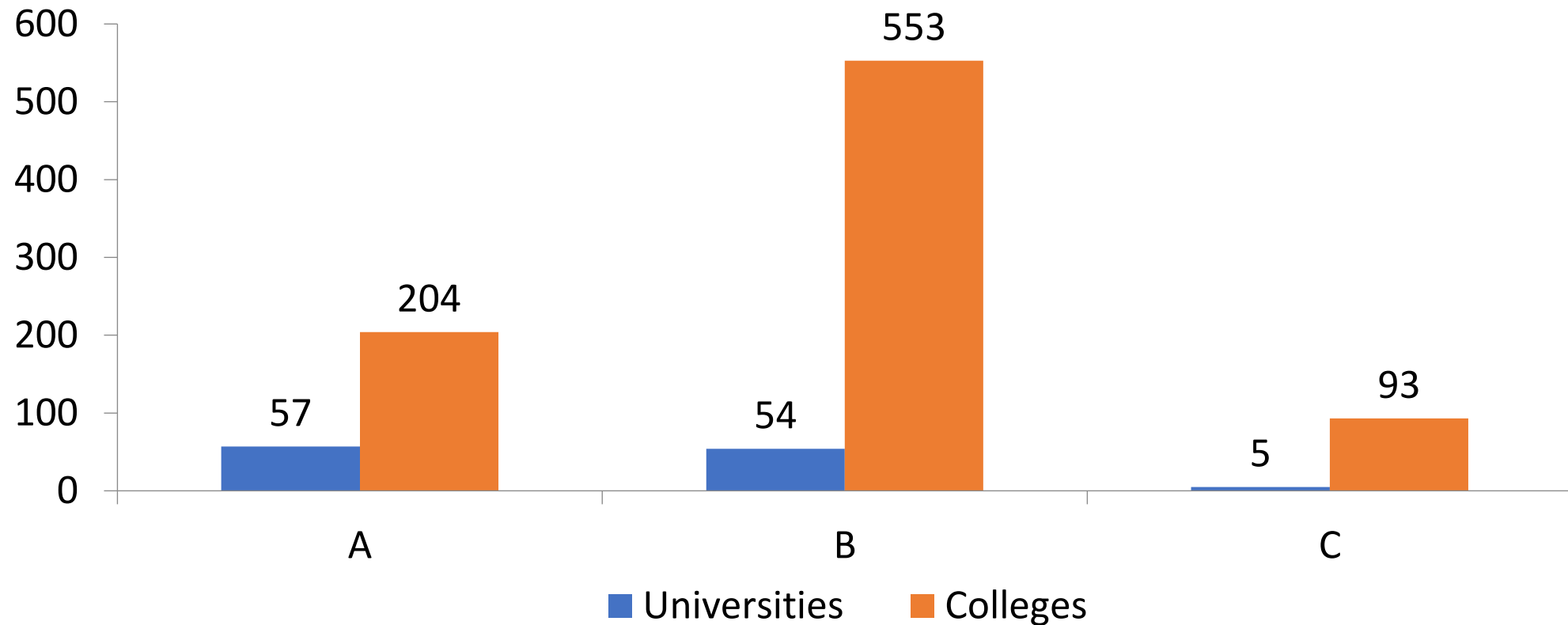
Sl. No.	State /Union Territory	Number of Colleges*	Number of Colleges accredited by NAAC	Number of Colleges to be accredited by NAAC
1	Chandigarh	25	15	10
2	Delhi	179	88	91
3	Haryana	1087	331	756
4	Himachal Pradesh	344	71	273
5	Jammu & Kashmir	316	96	220
6	Ladakh	5	3	2
7	Punjab	1079	277	802
8	Rajasthan	3380	261	3119
9	Uttar Pradesh	7788	590	7198
10	Uttarakhand	454	63	391
	<b>TOTAL</b>	<b>14657</b>	<b>1795</b>	<b>12862</b>

- \*Source: AISHE Data

NAAC  
Accreditation  
status of  
Colleges -  
Northern  
Region

# Grade wise Distribution of Accredited Institutions of Northern Region

Grade Break up of Institutions accredited (As on 26/11/2021)



Criterion	Range	Min.	Max.	Mean	Std. Dev.	Skewness
Curricular Aspects	1.00	2.67	3.67	3.25	0.45	- 0.42
Teaching, Learning and Evaluation	0.85	2.80	3.65	3.18	0.32	0.63
Research, Consultancy and Extension	1.88	1.96	3.84	2.81	0.71	0.50
Infrastructure and Learning Resources	1.69	2.20	3.89	3.06	0.66	- 0.02
Student Support and Progression	0.20	2.80	3.00	2.91	0.10	- 0.37
Governance, Leadership and Management	1.00	2.40	3.40	3.00	0.37	- 1.26
Institutional Values/Innovations and Best Practices	1.31	2.30	3.61	2.80	0.53	0.97

## Descriptive Statistics of accredited Universities

<b>Criteria</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Coefficient of Variation</b>
Curricular Aspects	1.44	3.67	2.46	0.47	19.11
Teaching, Learning and Evaluation	1.20	3.60	2.40	0.47	19.58
Research, Consultancy and Extension	0.66	3.60	1.91	0.67	35.08
Infrastructure and Learning Resources	1.59	4.00	2.75	0.54	19.64
Student support and Progression	0.48	4.00	1.92	1.07	55.73
Governance, Leadership and Management	0.99	3.73	2.28	0.57	25.00
Institutional Values/Innovations and Best Practices	1.30	3.30	2.31	0.54	23.38
Overall CGPA	1.55	3.64	2.30	0.49	21.30

## Descriptive Statistics of Accredited Colleges

# Recommendations for Stakeholders

- 13,000 HEIs have not come for accreditation, hence need to organize NAP and establish IQAC at the Institutional level through state level QA mechanism.
- NEP Recommendations to be included
- Scientific temper/critical thinking be developed amongst students
- Online Assignments should be encouraged specially in remote areas. MoU's can be worked out.
- Research labs on eco-system ; so that needs to achieve of PhD Degrees.
- Industries/Employers should collaborate with HEIs in starting need based academic and research programmes.
- Employers should help in designing the curriculum as well teaching-learning process of the HEIs.
- Employers should act as mentors to students.
- Industries/employers should provide online/offline internship opportunities to students.
- HEI should foster links with alumni and developing strong alumni network. In turn alumni and alumni associations should continuously interact with the HEIs.
- Academic and Administrative staff of the HEI must be aware of various aspects concerning the HEI. Sensitization programmes may be conducted by HEI in this regard.



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