NAAC's Revised Accreditation Framework (RAF)–An Overview

Dr. Devender Kawday

Deputy Adviser

National Assessment and Accreditation Council (NAAC), Bengaluru

Layout

- ▶ **About NAAC**
- ▶ **Conceptual Framework**
- ▶ **Core Values**
- ▶ **Why NAAC**
- ▶ **Outline – RAF**
- ▶ **Criteria & Key Indicators with its Weightages**
- ▶ **Process of Assessment & Accreditation**
- ▶ **Student Satisfaction Survey**
- ▶ **Components of NAAC for HEIs**
- ▶ **Four Pieces of Advice**

About NAAC

Rational

CONCEPTUAL FRAMEWORK

Interrelated concepts

The motto of any HEIs can only be possible if both A & A work in co-ordination for its stakeholders

▸ In order to have a quality oriented academic, there should be a strong administrative background.

Why NAAC

In order to bring

Quality in HEIs
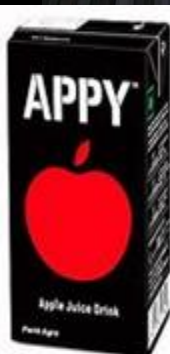
3 Ingredients

1) Concise Choice of Positive Words
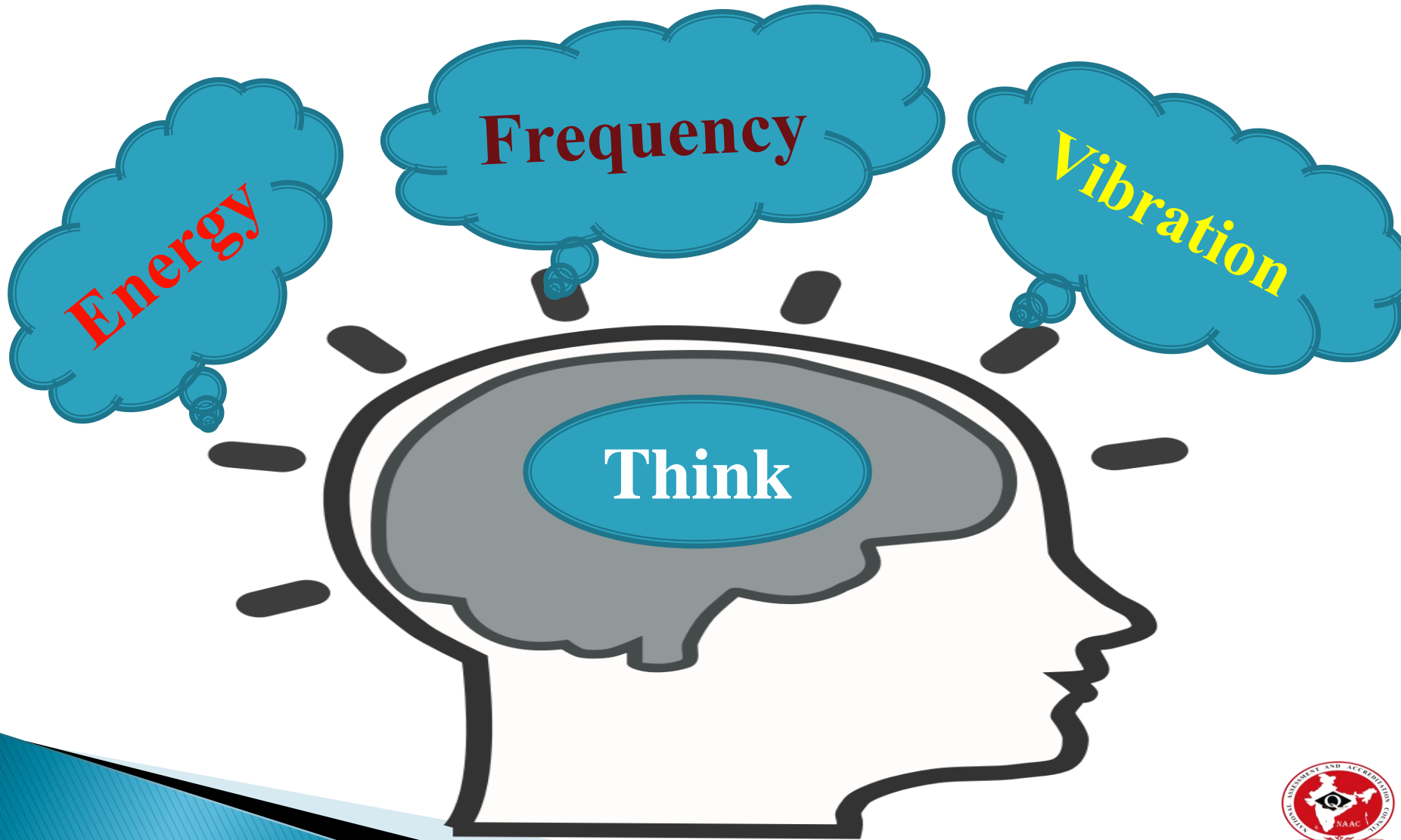
2) Clear Visualization
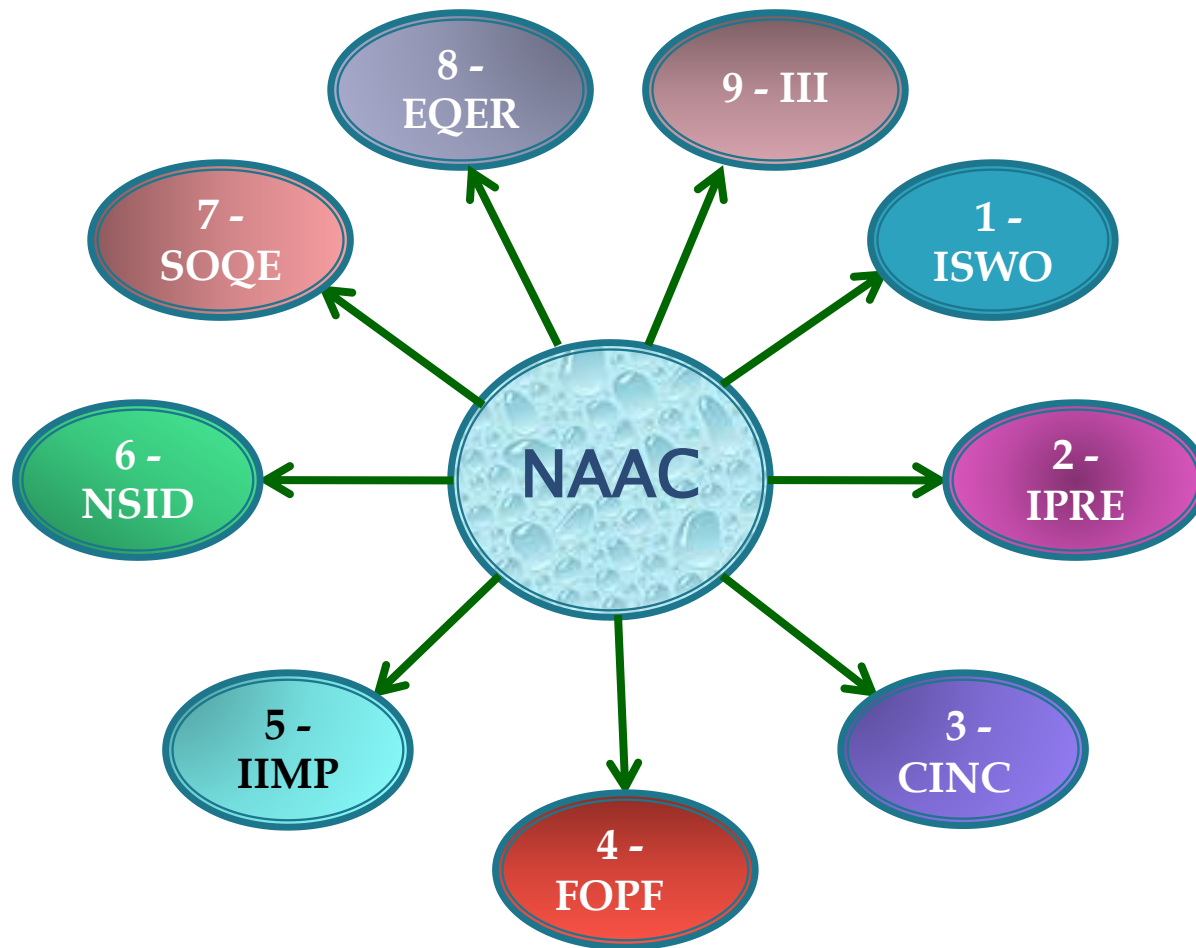
3) Correspondence Feelings

Feeling → **Emotion** → **Energy**

To Find The Secrets of Universe

Energy

Frequency

Vibration

Think

Devender Kawday, NAAC

Why to remain focus on NAAC ?

NAAC facilitates : the Institution

Outline-RAF

Quality Indicator Framework (QIF) basically consists of : -

▸ Seven Criteria: - The Seven Criteria represent the core functions and activities of a HEI. These criteria are further bifurcated into Key Indicators.

▸ Key Indicators – 34 are for Autonomous & Universities, while 32 are for Affiliated.

Outline-RAF

- This Key Indicators are further delineated as Metrics which actually elicit responses from the HEIs. It is a system or standard of measurement. In layman's language we can call this Metrics as Questions.

- These Metrics are bifurcated into two type of metrics named as Qualitative Metrics (QlM) and Quantitative Metrics (QnM).

Outline-RAF

- In **Qualitative Metrics** the questions are related with the quality of something in size, appearance, value, etc. It means something which can be seen and then only can be given the points or marks accordingly. It is associated with the subjective quality of a thing or phenomenon, such as feel, taste, expertise, image, leadership, reputation. Knowledge of these aspects is gained through observation combined with interpretative understanding of the underlying thing or phenomenon.

Outline-RAF

▸ The **Quantitative Metrics** consists of an information or data based on quantities obtained using a quantifiable measurement process. In short it can be stated as those belonging to Intangible data. It has to be judged without seeing i.e. on the basis of documentation.

▸ In majority it includes the objective data.

QIF Statistics

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

Total of QlM and QnM with its weightages of all the three institutions

	QlM	QnM	Total Metrics	QlM Weightages	QnM Weightages	Total Weightages
University	38	99	137	253 (25.3%)	747 (74.7%)	1000 (100%)
Autonomous	38	98	136	302 (30.2%)	698 (69.8%)	1000 (100%)
Affiliated	41	80	121	348 (34.8%)	652 (65.2%)	1000 (100%)
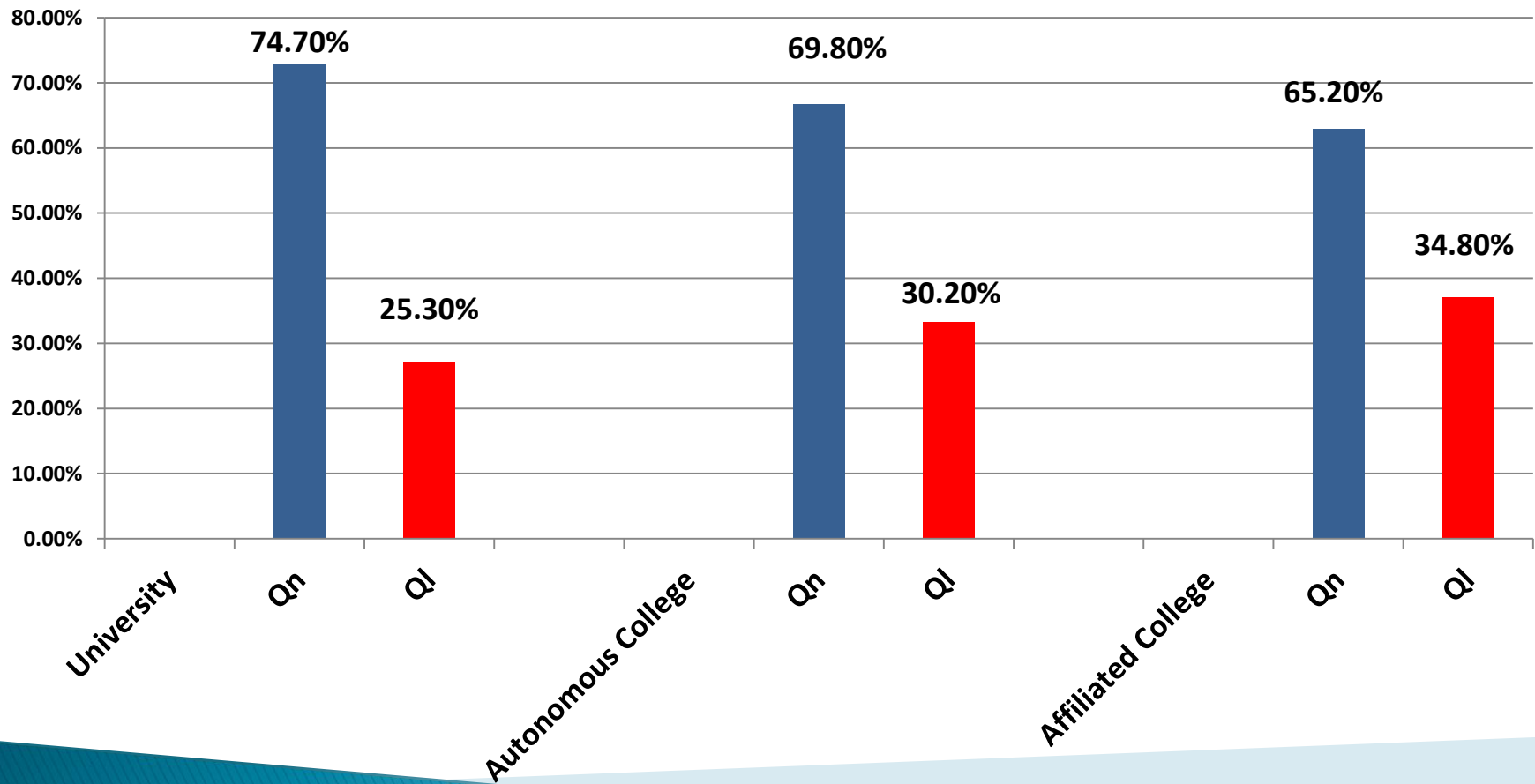
Difference of QlM & QnM Metrics in all the three types of Institutions

Sl.No	Criteria with weightage	Univ. Q_1M	Auto. Q_1M	Affil. Q_1M	Univ. QnM	Auto. QnM	Affil. QnM
1	Curricular Aspects (150)	2	2	2	9	9	9
2	Teaching-learning and Evaluation (200)	5	6	9	18	18	14
3	Research, Innovations and Extension (250)	2	2	2	29	28	14
4	Infrastructure and Learning Resources (100)	6	6	6	11	10	10
5	Student Support and Progression (100)	3	2	2	12	13	13
6	Governance, Leadership and Management (100)	12	12	12	7	7	7
7	Institutional values and Best Practices (100)	8	8	8	13	13	13
	TOTAL	38	38	41	99	98	80

Distinct Metrics

- For Autonomous – Four Metrics are unique

  2.3.4, 3.2.2, 3.2.3, 5.1.5

- For Affiliated – Fourteen Metrics are unique

  1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 2.1.2, 2.3.4, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 3.2.2, 3.7.1, 5.1.5
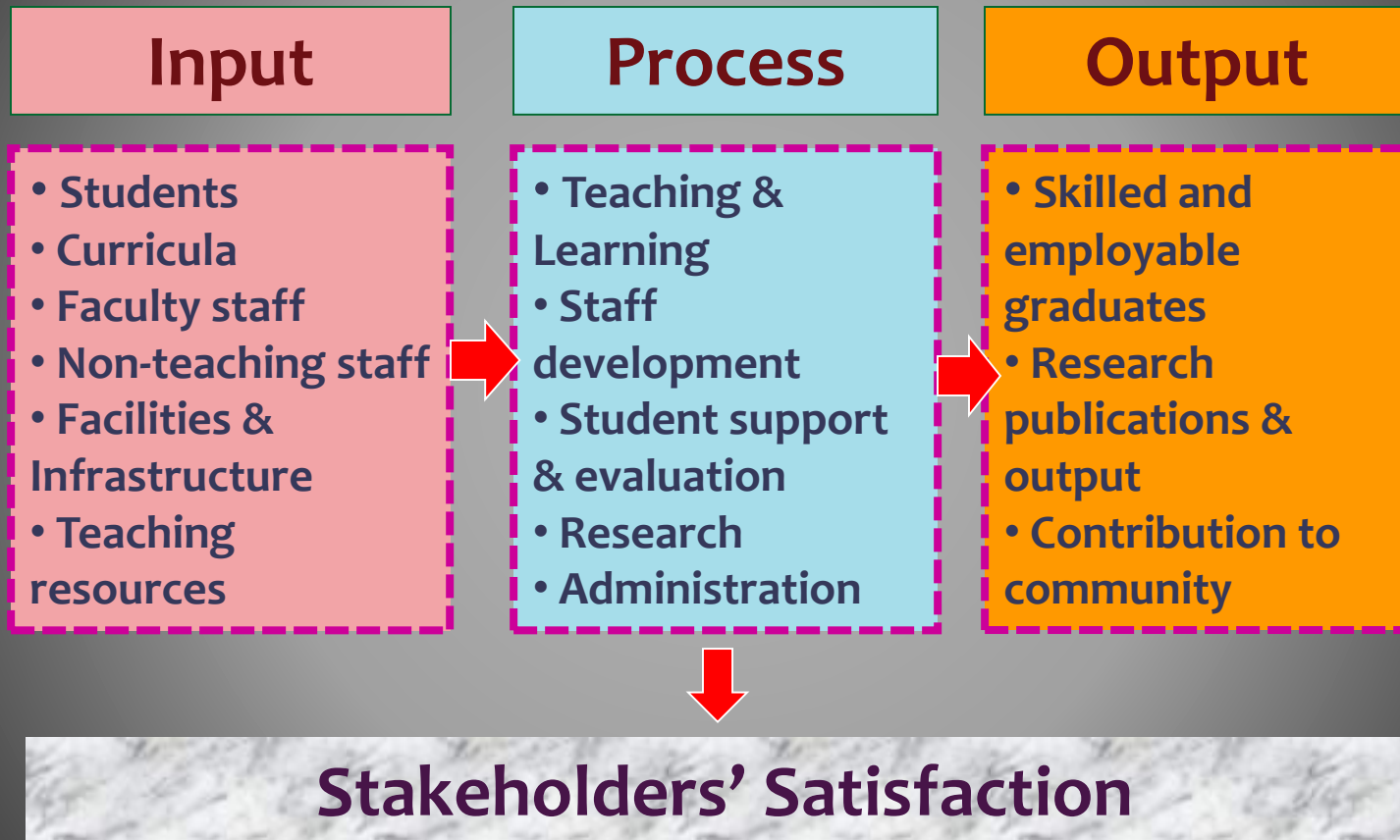
Criteria and Key Indicators with its Weightages

Criteria	Key Indicators	Universities	Autonomous Colleges	Affiliated / Constituent Colleges
1. Curricular Aspects	1.1 *(U)Curriculum Design and Development	**50**	**50**	**NA**
	1.1. *(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	30	50	40
	2.7 Student satisfaction Survey	30	50	50
	Total	**200**	**300**	**350**

Criteria	Key Indicators	Universities	Autonomous Colleges	Affiliated / Constituent Colleges
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**
4. Infrastructure and Learning Resources	4.1 Physical Facilities	**30**	**30**	**30**
	4.2 Library as a Learning Resource	**20**	**20**	**20**
	4.3 IT Infrastructure	**30**	**30**	**30**
	4.4 Maintenance of Campus Infrastructure	**20**	**20**	**20**
	Total	**100**	**100**	**100**
5. Student Support and Progression	5.1 Student Support	30	30	50
	5.2 Student Progression	40	30	45
	5.3 Student Participation and Activities	20	30	25
	5.4 Alumni Engagement	10	10	10
	Total	**100**	**100**	**130**
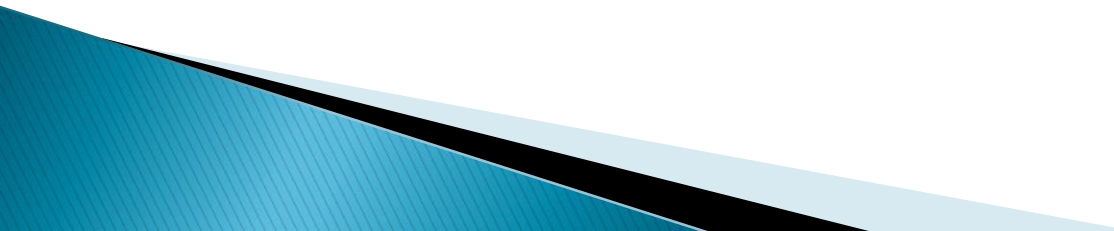
Criteria	Key Indicators	Universities	Autonomous Colleges	Affiliated / Constituent Colleges
6. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	**10**	**10**	**10**
	6.2 Strategy Development and Deployment	**10**	**10**	**10**
	6.3 Faculty Empowerment Strategies	**30**	**30**	**30**
	6.4 Financial Management and Resource Mobilization	**20**	**20**	**20**
	6.5 Internal Quality Assurance System	**30**	**30**	**30**
	Total	**100**	**100**	**100**
7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	50	50	50
	7.2 Best Practices	30	30	30
	7.3 Institutional Distinctiveness	20	20	20
	Total	**100**	**100**	**100**

Stakeholder Focus

Input	Process	Output
• Students • Curricula • Faculty staff • Non-teaching staff • Facilities & Infrastructure • Teaching resources	• Teaching & Learning • Staff development • Student support & evaluation • Research • Administration	• Skilled and employable graduates • Research publications & output • Contribution to community

Stakeholders' Satisfaction

QIF Metrics Bifurcation

Out of total 121 Metrics

- 30 – Input based Metrics
- 53 – Process based Metrics
- 38 – Output based Metrics

The highlights of present QIF is as follows:-

Key Indicators	Universities	Autonomous Colleges	Affiliated Colleges
2.7 - Student satisfaction Survey	30	50	50
3.3 - Innovation Ecosystem	30	20	10
5.4 - Alumni Engagement	10	10	10
7.1 - Institutional Values and Social Responsibilities	50	50	50
7.2 - Best Practices	30	30	30
7.3 - Institutional Distinctiveness	20	20	20

Student Satisfaction Survey (SSS) :

- ✓ Institutions will have to submit the database of minimum 60% of its students.
- ✓ SSR cannot be uploaded unless SSS database is submitted.
- ✓ 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.
- ✓ SSS will happen simultaneously with DVV process.

College/University Name :

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

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

SCORE	% RESPOND
3.03	48.5356 %

Status

Survey Initiated On : 13/03/2018

Completed On : 23/03/2018

Get Students list   Send to Remaining   Resend Mail

Mark Distribution

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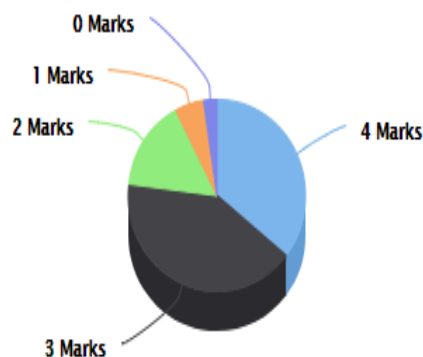
Scoring Areas

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

The highlights of present QIF is as follows:-

Key Indicators	Universities	Autonomous Colleges	Affiliated Colleges
2.7 - Student satisfaction Survey	30	50	50
3.3 - Innovation Ecosystem	30	20	10
5.4 - Alumni Engagement	10	10	10
7.1 - Institutional Values and Social Responsibilities	50	50	50
7.2 - Best Practices	30	30	30
7.3 - Institutional Distinctiveness	20	20	20

Criterion 7 – Institutional Values and Best Practices (100)

- **Key Indicator 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 (10)**
  - ✓ **7.1.4 - Inclusion and Situatedness (10)**
  - ✓ **7.1.5 - Human Values and Professional Ethics (10)**

- **Key Indicator - 7.2 Best Practices (30)**

- **Key Indicator - 7.3 Institutional Distinctiveness (20)**

Key Indicator – 4.3 IT Infrastructure (30)

Metric No.		Weightage
4.3.1 Q_lM	*Institution frequently updates its IT facilities including Wi-Fi* Upload a description of IT facilities including Wi-Fi with date of updation and nature of updation	10
4.3.2 Q_nM	*Student - Computer ratio* Data Requirement: • Number of computers in working condition • Total Number of students	10

4.3.3
 	
 Q_nM
	Available bandwidth of internet connection in the Institution (Leased line)
	 Options:
	     A. ≥50 MBPS
	     B. 35-50 MBPS
	     C. 20-35 MBPS
	     D. 5-20 MBPS
	     E. <5 MBPS
	 Opt One
	 Data Requirement:
	 • Available internet bandwidth
		9

4.3.4 Q_nM	*Facilities for e-content development such as Media centre, Recording facility, Lecture Capturing System(LCS)* Yes/No Data Requirement:	1

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 undertaking field projects / internships (5)	≥AA	AA–BB	BB–CC	DD–CC	<DD

Eligible HEIs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online any time during the year

HOME | ABOUT US ▾ | ASSESSMENT & ACCREDITATION ▾ | INFO FOR INSTITUTIONS ▾ | RESOURCES ▾ | APPLY ONLINE | FAQs | CONTACT ▾

y submit IIQA online applications throughout the year with effect from 1st June 2018.

Announcements

7. 🆕 Procedure for academic collaboration for seminar without Financial Support
8. Call Centre / Feedback Monitoring Cell (FMC) at NAAC
9. Discontinuation of A&A of Pharmacy College's
10. Discontinuation of Assessment & Accreditation of Teacher Education Institutions (TEIs)

Notice to Higher Education Institutions

6. Extension of validity of accreditation for high performing institutions
7. Delinking unapproved offcampus
8. Notice to Public
9. Video Recording for all onsite visits from first interaction till the Exit meeting
10. Cautionary note to Higher Education Institutions

Guidelines

1. 🆕 Bibliometric data validation methodology of NAAC (For Universities and Autonomous Colleges)
2. The new guideline for the creation of IQAC and AQAR
3. Guidelines for Appeals Mechanism

General Queries
+91-80-23005100, 111
Call Centre / FMC
080- 23005200
naacfmc@gmail.com
Help Desk
+91-080-23005192, 193
naachelpdesk@gmail.com
Help Desk / Call Centre Timing
9.15 am to 1:00 pm and 1:30 pm to 5.45 pm on all days except Saturdays, Sundays and government holidays
NAAC Delhi Office
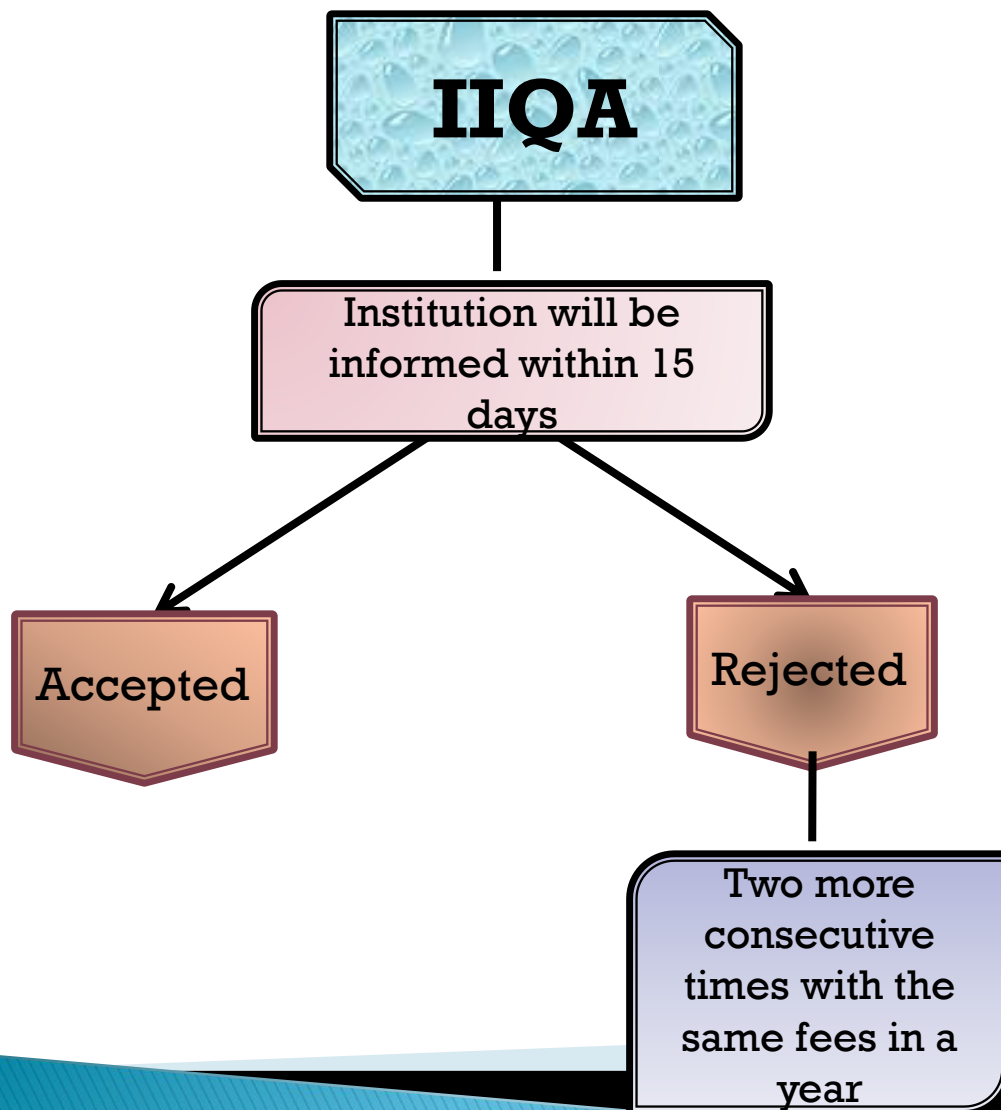+91-11-23239332, 333, 340
naacoffice.delhi@gmail.com

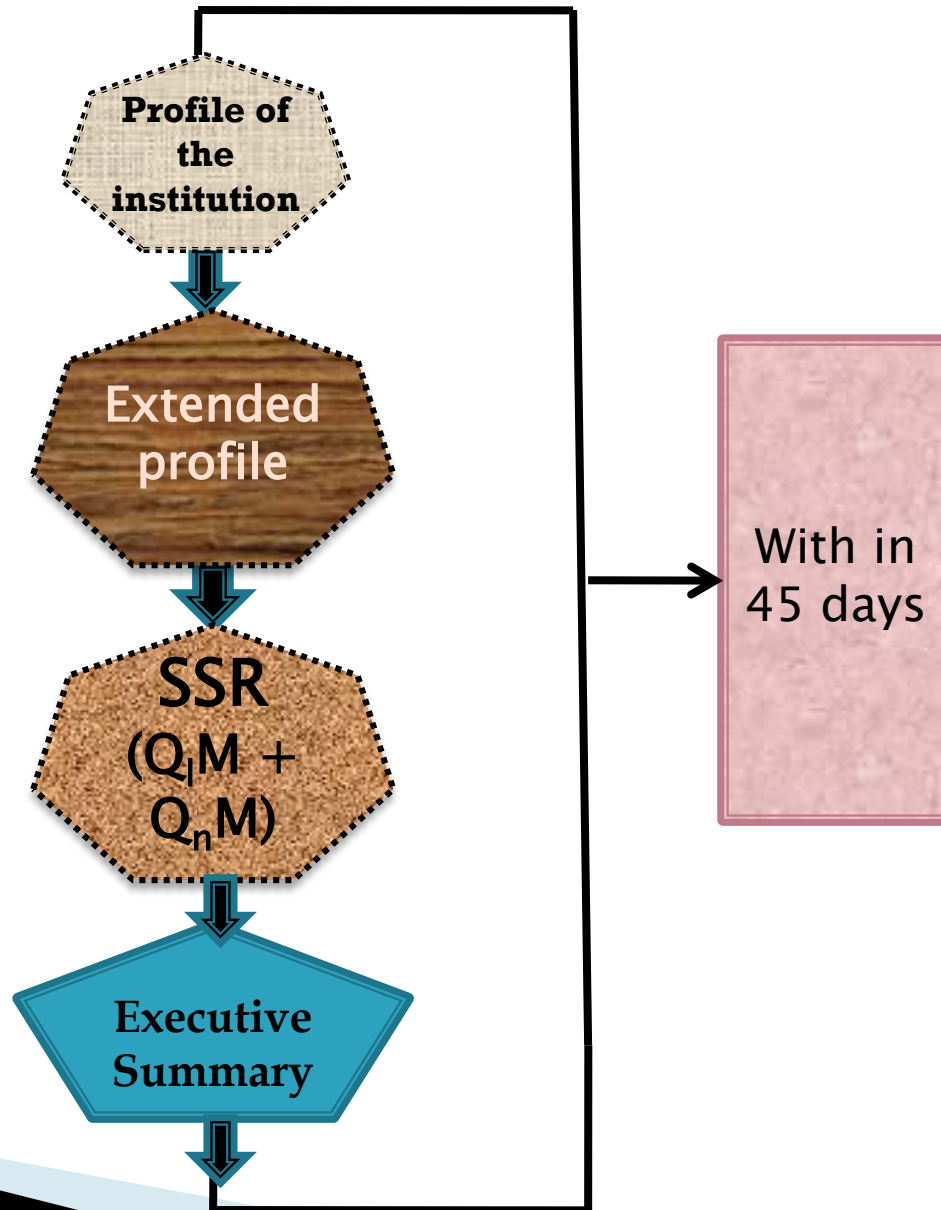APPLY ONLINE

ACCREDITATION STATUS

Want to be an Assessor with NAAC?

Requirement for IIQA

1) AISHE Certificate (Name of HEI should be same as of in other documents)
2) University affiliation letter for the current academic year for all programmes offered at the Institution.
3) Undertaking for genuine IIQA data.
4) Self Declaration regarding Programmes/Courses. (P/C mentioned in IIQA, Affiliation & Self Declaration should be same)
5) Concerned Statutory Regulatory Authority (SRA) viz., AICTE, PCI, BCI, etc. approval for Current Academic year.
6) Website, RTI Link, MOU, AQAR (for 2nd, 3rd, 4th … Cycle)
7) Online payment of Rs 29500/- (including GST)

❖ Autonomous status for current year (if applicable)
❖ 2(f) & 12(b) certificate (if applicable).
❖ UGC status conferring the degree awarding status (for Universities only).
❖If 12(b) then recent grant received (for HEIs with 12(b) status only).

IIQA

Institution will be informed within 15 days

Accepted

Rejected

Two more consecutive times with the same fees in a year

After acceptance of IIQA

Profile of the institution

Extended profile

SSR
(Q_lM +
Q_nM)

Executive Summary

With in 45 days

Devender Kawday, NAAC

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.*

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.

- 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.

Rules for non applicable metrics

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

▸ Metrics with maximum of total 20 weightage per criteria can be opted out.

▸ All metrics in Criterion 7 are essential. No metrics can be opted out.

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

▸ Qualitative metrics cannot be opted out.

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					

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

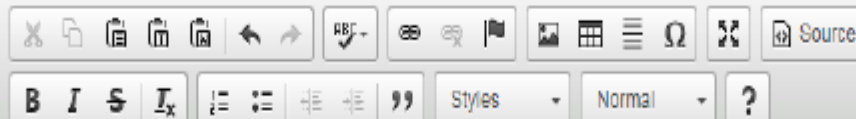**Assessment History**

Assessment Timeline

...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		

QnM of SSR will be sent for DVV process, at the same time SSS will also proceed

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**
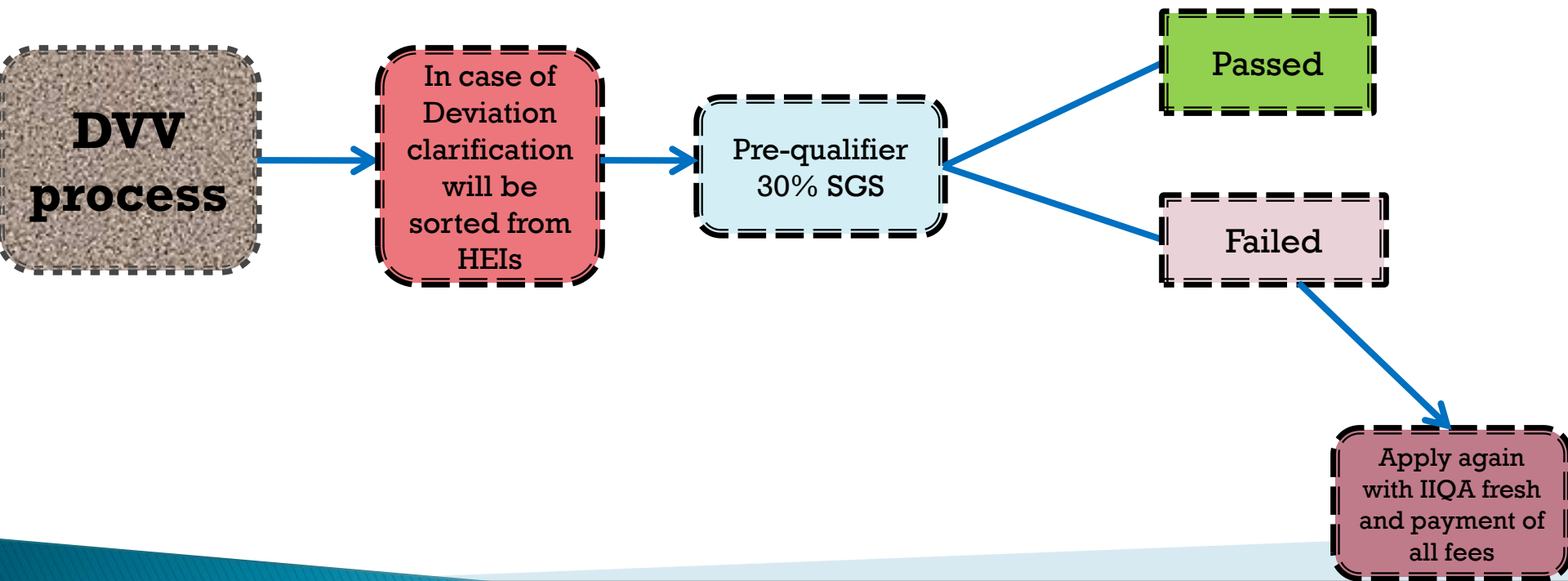
**SSS will happen simultaneously with DVV process

Pre – Qualifier (30% QnM - SGS)

```
                    Passed            Failed
```

Within 90 days   **PTV**   Will have to apply
                  (QlM)   afresh with IIQA & its
                                    fees after Six months
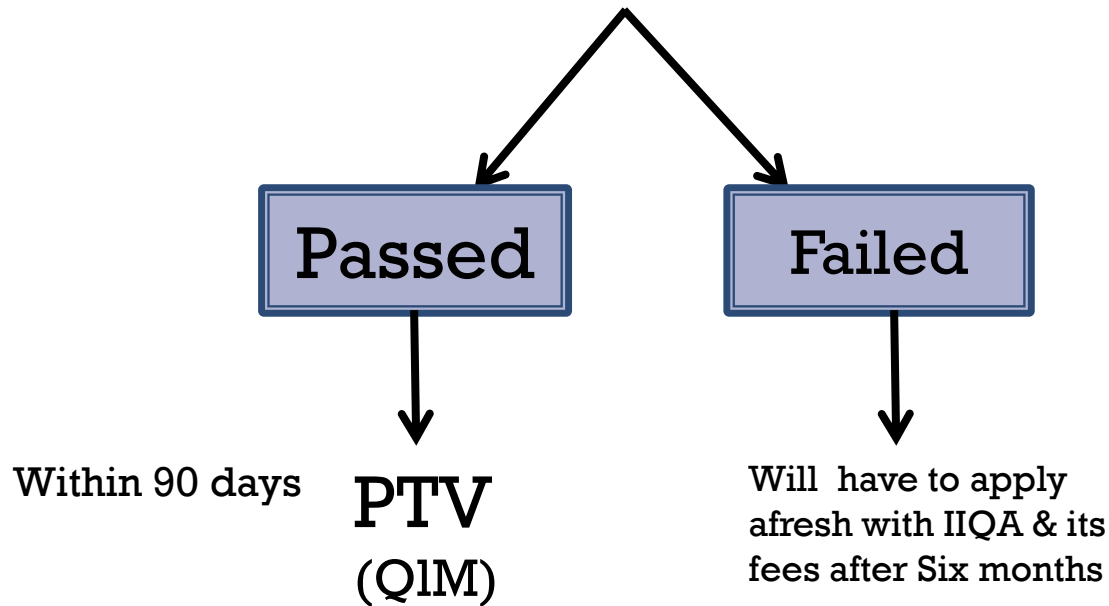
Fees:- For mono faculty 50% of Rs. 147500 = Rs. 73750 (including GST)
For multi faculty 50% of Rs. 218300 = Rs. 109150 (including GST)

PTV Fees:- 177000/- (including GST)

Peer Team Visit

▸ Unlike in the past NAAC will not **pre–disclose the details** of the visiting teams and HEIs will not be responsible for **Logistics** for the Visiting Teams. Hence forth 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
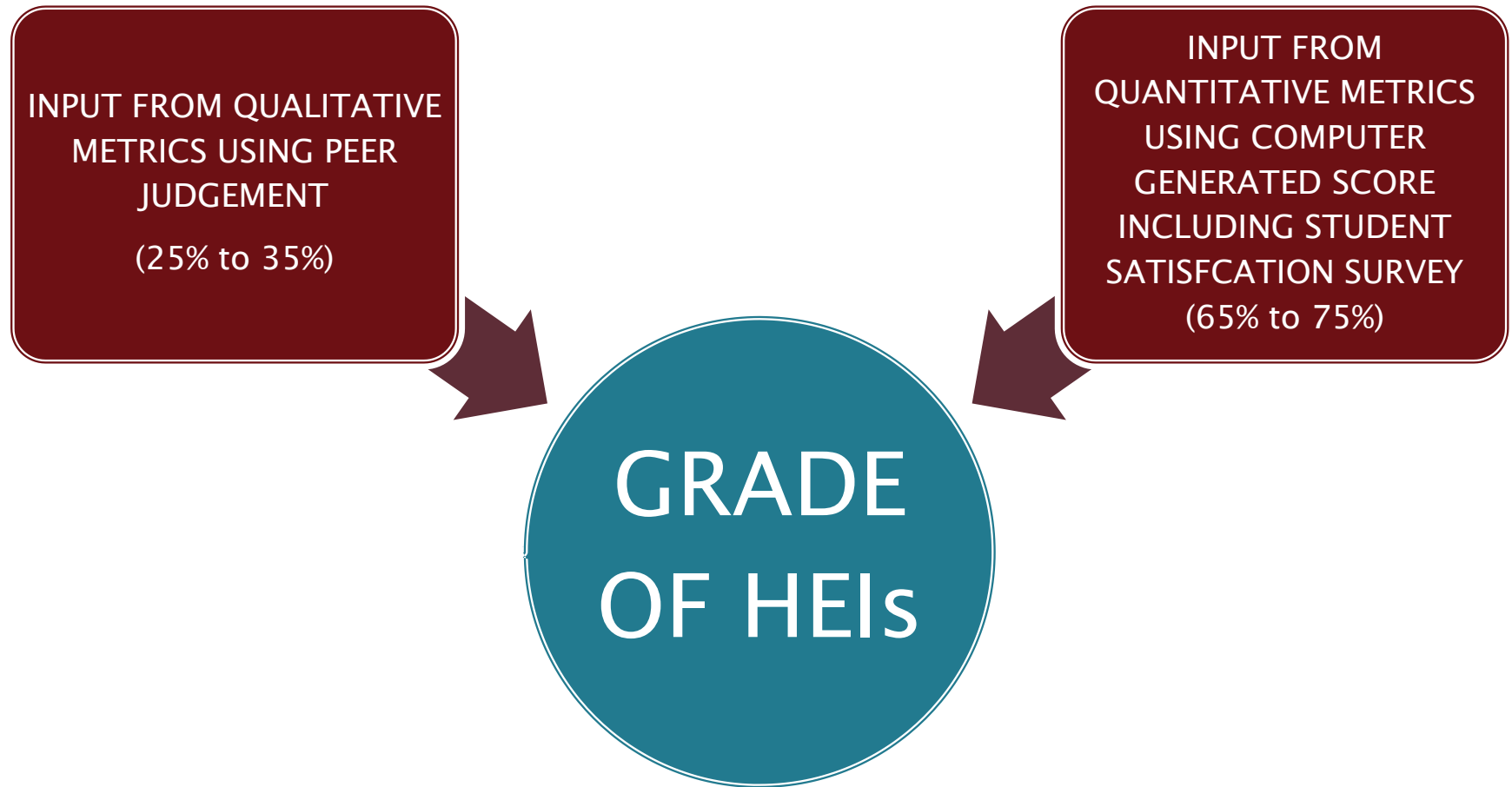
Process of Assessment and Accreditation

Devender Kawday, NAAC
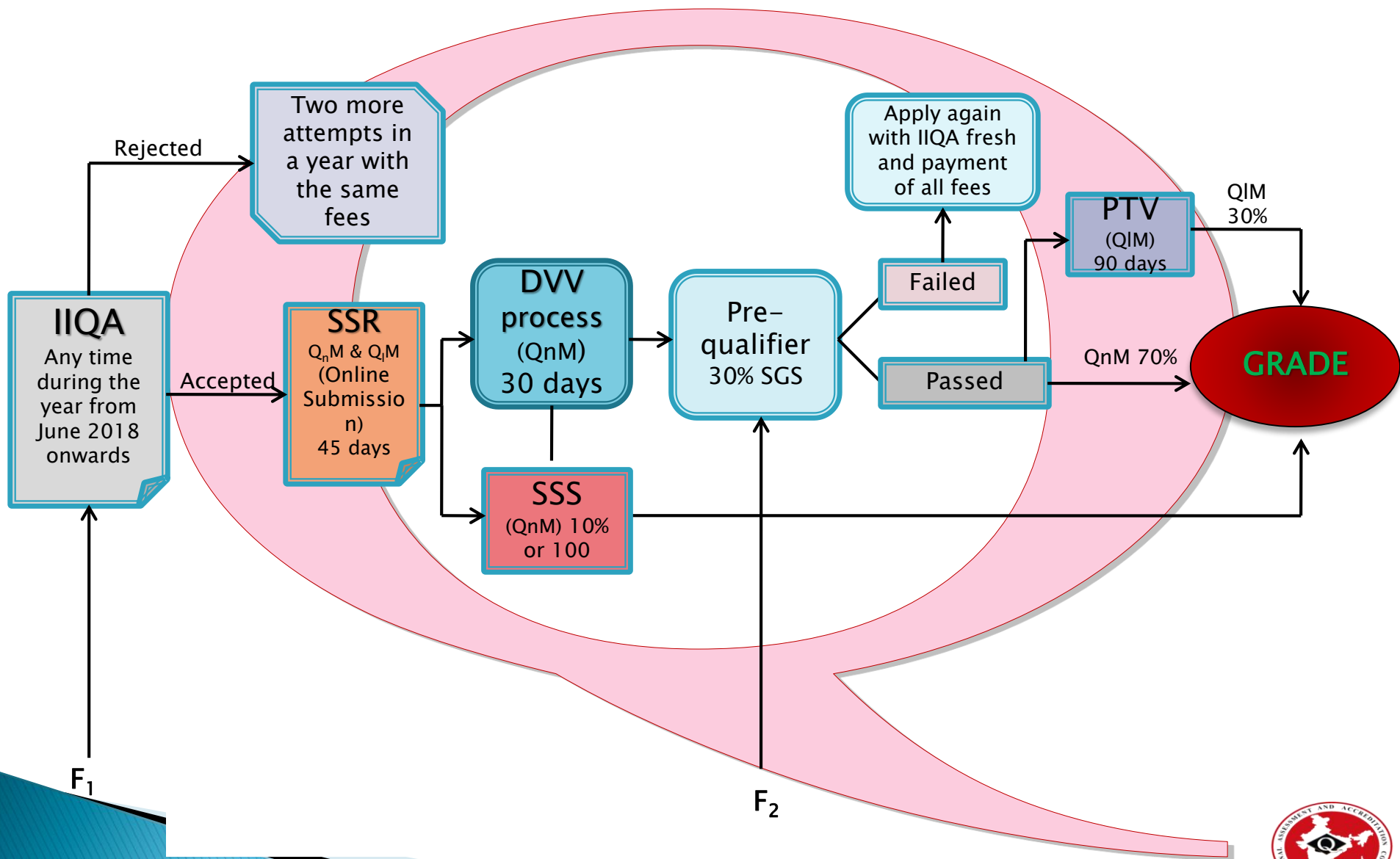
Mandatory Disclosure On HEI's Website

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

Institutions accredited under RAF

(as on 20-05-19)

Grade	Number of Universities	Number of Colleges	Total
A++	4	5	9
A+	8	33	41
A	8	83	91
B++	5	146	151
B+	11	182	193
B	13	330	343
C	8	156	164
D	0	15	15
Total	**57**	**950**	**1007**

Around 12860 number of Accreditations, 12268 Colleges and 592 Universities. 8254 HEIs have been accredited first time with 351 Universities and 7903 Colleges

Portal Layout

- **Dashboard**
- **Manage IIQA**
- **Manage SSR**
- **Manage DVV**
- **Manage Assessment**
- **Manage Appeal**
- **Manage AQAR**
- **Reports**
- **Support/ Helpdesk**
- **Guidelines**

test_vipin@keltron.org

AISHE Id: C-567

Higher Education Institution

Dashboard

Manage IIQA ‹

Manage SSR ‹

Manage DVV ‹

Manage Assessment ‹

Manage Appeal ‹

Manage AQAR ‹

Reports ‹

Support/ Helpdesk

Guidelines

FAQ

Home page of **TEST COLLEGE KELTRON**

APPLICATION STATUS
IIQA APPROVED

approved on 01 Jun 2018

PAYMENT STATUS
PAID

paid on 01 Jun 2018

LAST LOGIN DETAILS
30 Jan 2019

From: 218.248.45.220

CLARIFICATION

No Clarification

Institution Details

TRACK ID: KLCOGN101595

Institution Type	College
Current Cycle	Cycle 1
Previous Cycle	Nil
Previous Grade	Nil

Important Dates

NOTIFICATIONS

Support / Helpdesk

Issues Raised	0
Issues Closed	0

Report New Issue

Support/ Helpdesk

Guidelines

test_vipin@keltron.org

AISHE Id: C-567

Higher Education Institution

Dashboard

Manage IIQA ‹

Manage SSR ‹

Manage DVV ‹

Manage Assessment ‹

Manage Appeal ‹

Manage AQAR ‹

Reports ‹

Support/ Helpdesk

Guidelines

FAQ

Home page of TEST COLLEGE KELTRON

🔔 **APPLICATION STATUS**
IIQA APPROVED

approved on 01 Jun 2018

💳 **PAYMENT STATUS**
PAID

paid on 01 Jun 2018

⏻ **LAST LOGIN DETAILS**
30 Jan 2019

From: 218.248.45.220

🔖 **CLARIFICATION**

No Clarification

Institution Details

TRACK ID: KLCOGN101595

Institution Type	College
Current Cycle	Cycle 1
Previous Cycle	Nil
Previous Grade	Nil

Important Dates

NOTIFICATIONS

Support / Helpdesk

Issues Raised	0
Issues Closed	0

Report New Issue

Components of NAAC for HEIs

Devender Kawday, NAAC

Components of NAAC in HEIs
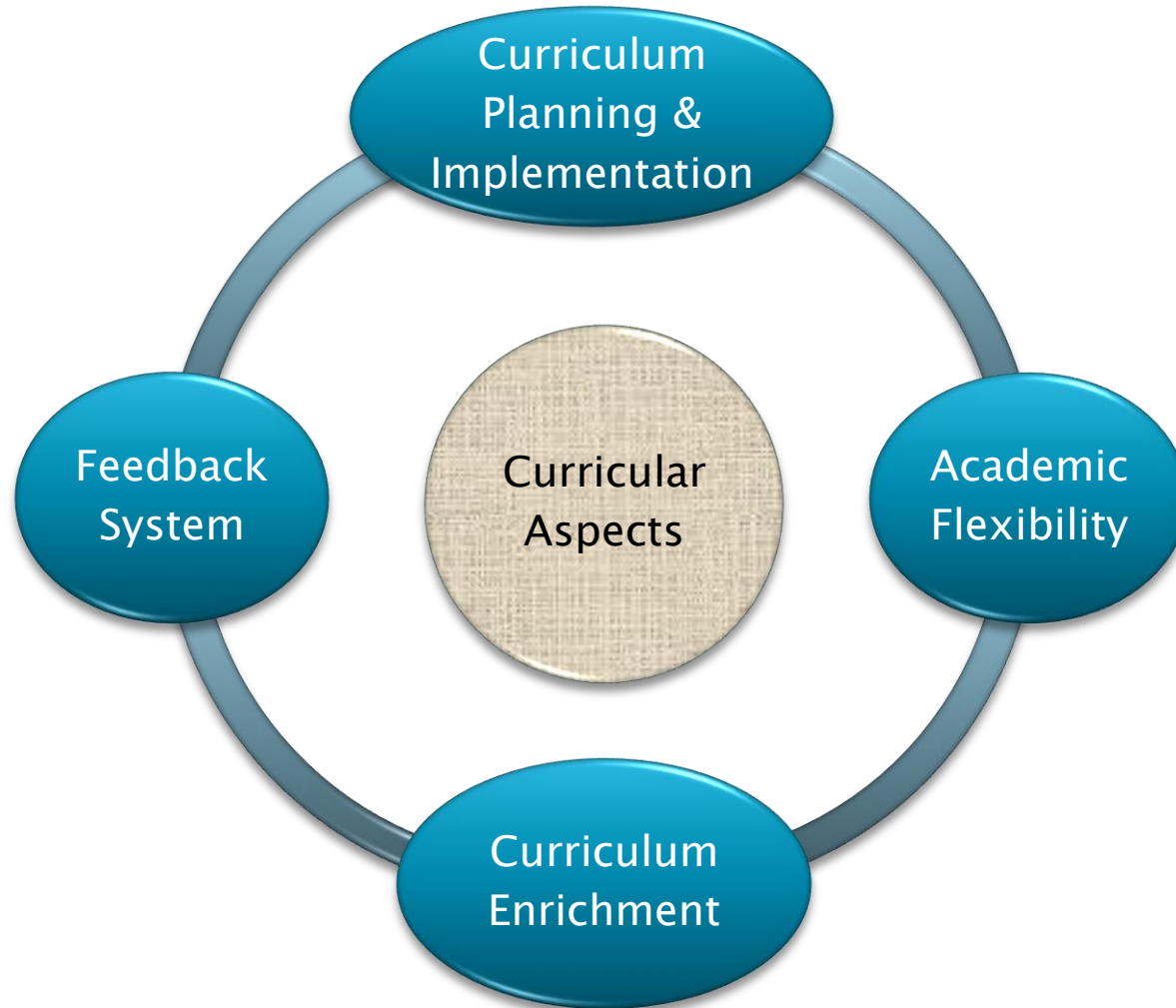
I	Curricular Aspects
	Institution ensures effective curriculum delivery through well planned and documented process.
1.1	No. of Certificate and Diploma Courses introduced.
	Percentage of full time teachers participating in various bodies of the Universities / other colleges, such as BOS, Academic Council, etc.
	Percentage of new courses introduced.
1.2	Percentage of programs in which CBCS implemented.
	Percentage of students enrolled in Certificate and Diploma Courses.
	Integrates cross cutting issues to Gender, Environment and Sustainability, Human values, and Professional Ethics into the Curriculum
1.3	Number of value-added courses imparting transferable and life skills.
	Percentage of students undertaking field projects / internships .
1.4	Structured feedback received.
	Feedback processes of the institution.

Need to Reckon

Education

Life

Source: – Francisco Marmolejo, World Bank

Devender Kawday, NAAC

NOBODY

EVERYBODY

Drone Based Services for Aerial spraying of Pesticides in Agriculture

Incubated by IIIT, Hyderabad

• Has built an autonomous agri spraying platform that can cover an acre in 10 minutes.

Pradeep Palelli & Prathyush Akepati in 2015

Components of NAAC in HEIs

```
                                    ┌──────────────────────┐
                              ┌────▶ │  Student Enrolment   │
                              │      │      & Profile       │
                              │      └──────────────────────┘
                              │
                              │      ┌──────────────────────┐
                              ├────▶ │     Catering to      │
                              │      │  Student Diversity   │
                              │      └──────────────────────┘
                              │
                              │      ┌──────────────────────┐
┌────────────────┐           ├────▶ │     Teaching –       │
│  Teaching–     │           │      │  Learning Process    │
│  Learning and  │───────────┤      └──────────────────────┘
│  Evaluation    │           │
└────────────────┘           │      ┌──────────────────────┐
                              ├────▶ │  Teacher Profile &   │
                              │      │      Quality         │
                              │      └──────────────────────┘
                              │
                              │      ┌──────────────────────┐
                              ├────▶ │  Evaluation Process  │
                              │      │     & Reforms        │
                              │      └──────────────────────┘
                              │
                              │      ┌──────────────────────┐
                              ├────▶ │      Student         │
                              │      │   Performance &      │
                              │      │  Learning outcomes   │
                              │      └──────────────────────┘
                              │
                              │      ┌──────────────────────┐
                              └────▶ │      Student         │
                                     │ Satisfaction Survey  │
                                     └──────────────────────┘
```
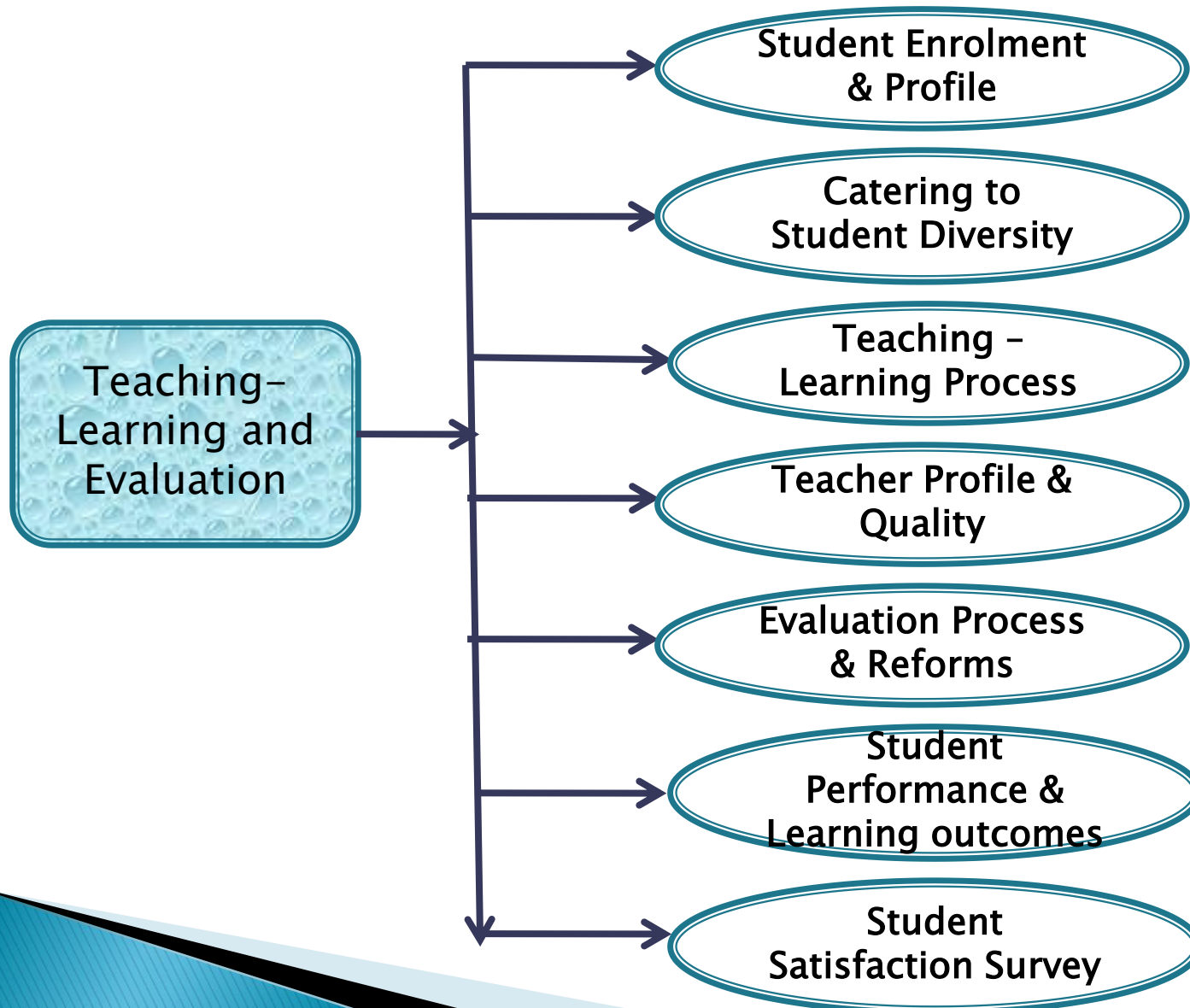
II	Teaching – Learning and Evaluation
	Percentage of students from other States and Countries
	Demand Ratio.
2.1	Average percentage of seats filled against seats reserved for various categories.
	Assesses the learning levels of the students organizes special programs for advanced learners and slow learners.
2.2	Student - Full time teacher ratio.
	Percentage of differently-abled students.
	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences.
2.3	Percentage of teachers using ICT with LMS, e-learning resources.
	Ratio of students to mentor.
	Preparation and adherence to Academic Calendar and Teaching Plans.
2.4	Average percentage of full time teachers against sanctioned posts.

	Average percentage of full time teachers with Ph.D.
	Teaching experience of full time teachers
	Percentage of full time teachers who received awards, recognition, fellowship at state, National, international level from Government
	Average percentage of full time teachers from other states
2.5	Number of days from the date of last semester-end/year-end examination till the declaration of results.
	Average percentage of student complaints/grievances about evaluation against total number appeared in the examination.
	Average percentage of applications for revaluation leading to change in marks.
	Status of automation of examination division along with approves Examination Manual.
2.6	Program outcomes, program specific outcomes and course outcomes are stated and displayed on website and communicated to teachers and students
	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
	Average pass percentage of students
	Preparation and adherence to Academic Calendar and Teaching Plans.
2.7	Online student satisfaction survey regarding teaching learning process

India a bright spot on cloudy global horizon:
IMF chief Christine Lagarde

THE TOP 10 POWER ECONOMIES

Rank 2017	Country	Rank 2018
1	US	1
2	China	2
3	Japan	3
4	Germany	4
5	France	5
6	UK	6
7	India	7
8	Brazil	8
9	Italy	9
10	Canada	10

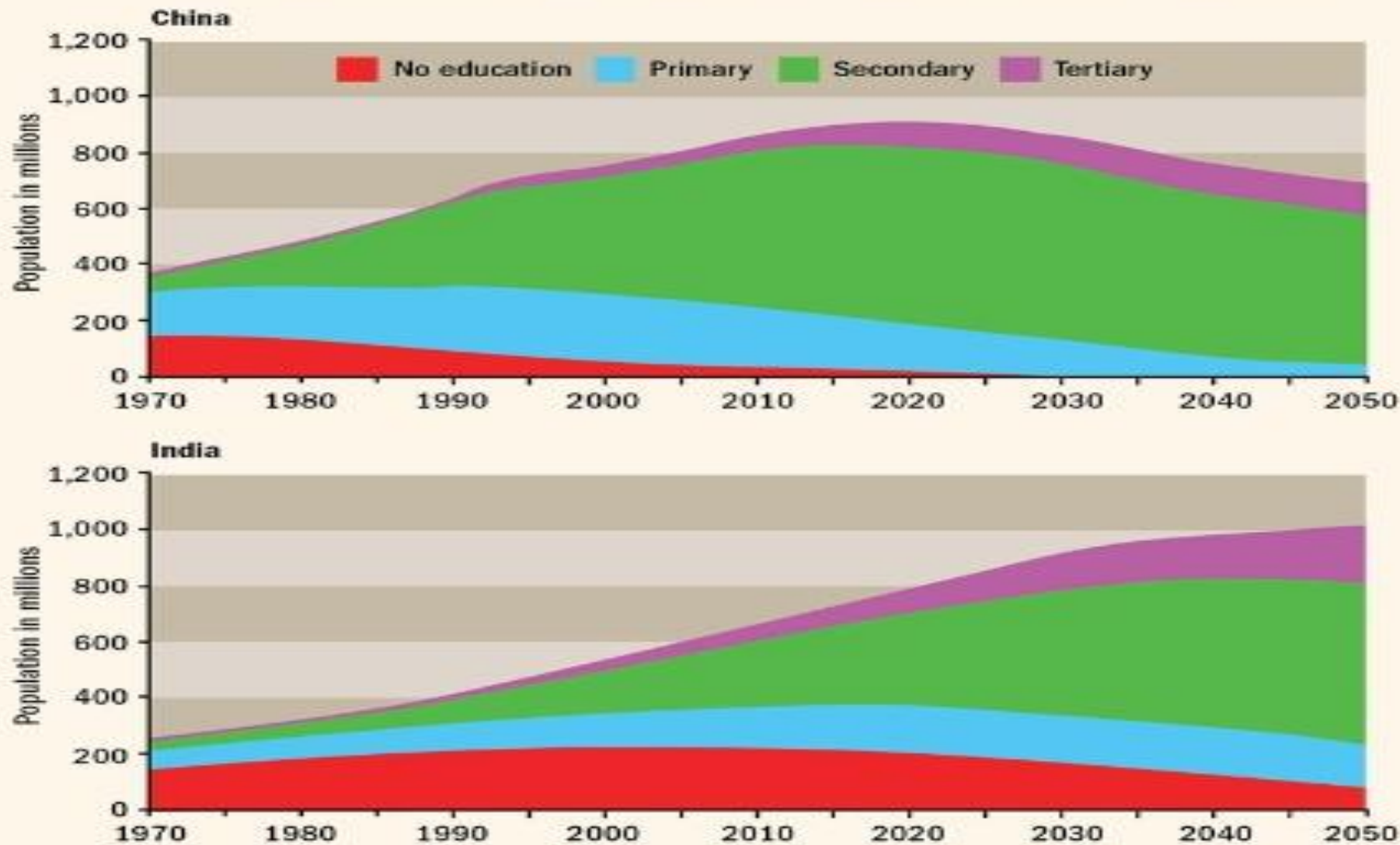China will **overtake US** as the world's largest economy by 2030

India will be the **world's third largest** economy by 2027

By 2032, **three of the world's top four economies** will be Asian — China, India & Japan

Source: The Centre for Economics and Business Research (Cebr)

An Opportunity

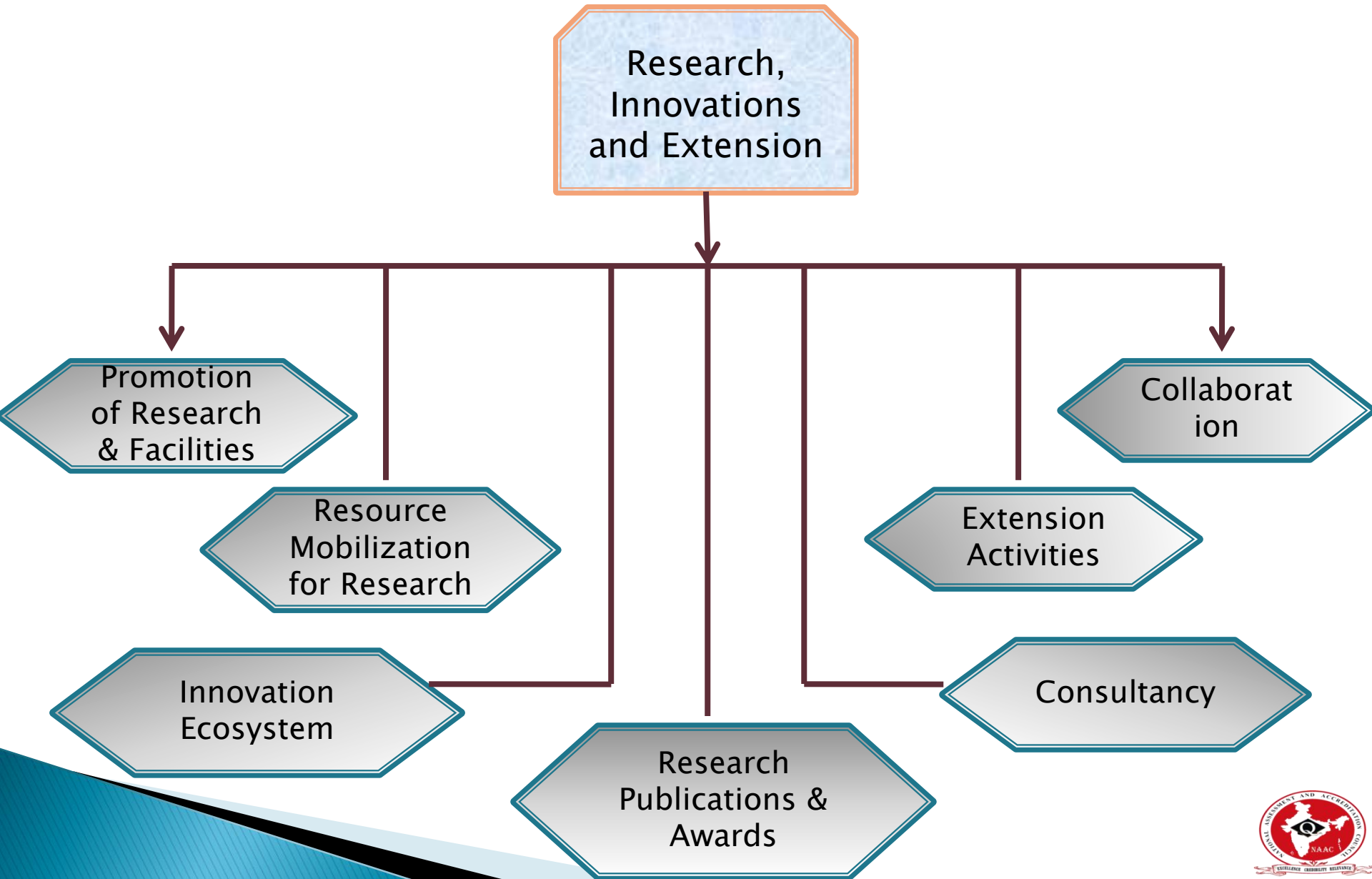Numbers (in millions) accessing different levels of education, 1970-2050 (projected)

Source: Samir, K.C., Barakat, B., Goujon, A. et al. (2010) 'Projecting populations by level of education for 120 countries for 2005-2050', Demographic Research, 22: 383-472.

Source: – Francisco Marmolejo, World Bank

- It has been rightly said that destiny of a nation is shaped in the classroom. But in next two decades destiny of the world will be shaped in Indian classrooms as we know if the India fails, the world is going to fail.

- Hence we need to inspire teachers who inspire generations.

Components of NAAC in HEIs

Research, Innovations and Extension

Promotion of Research & Facilities

Resource Mobilization for Research

Innovation Ecosystem

Research Publications & Awards
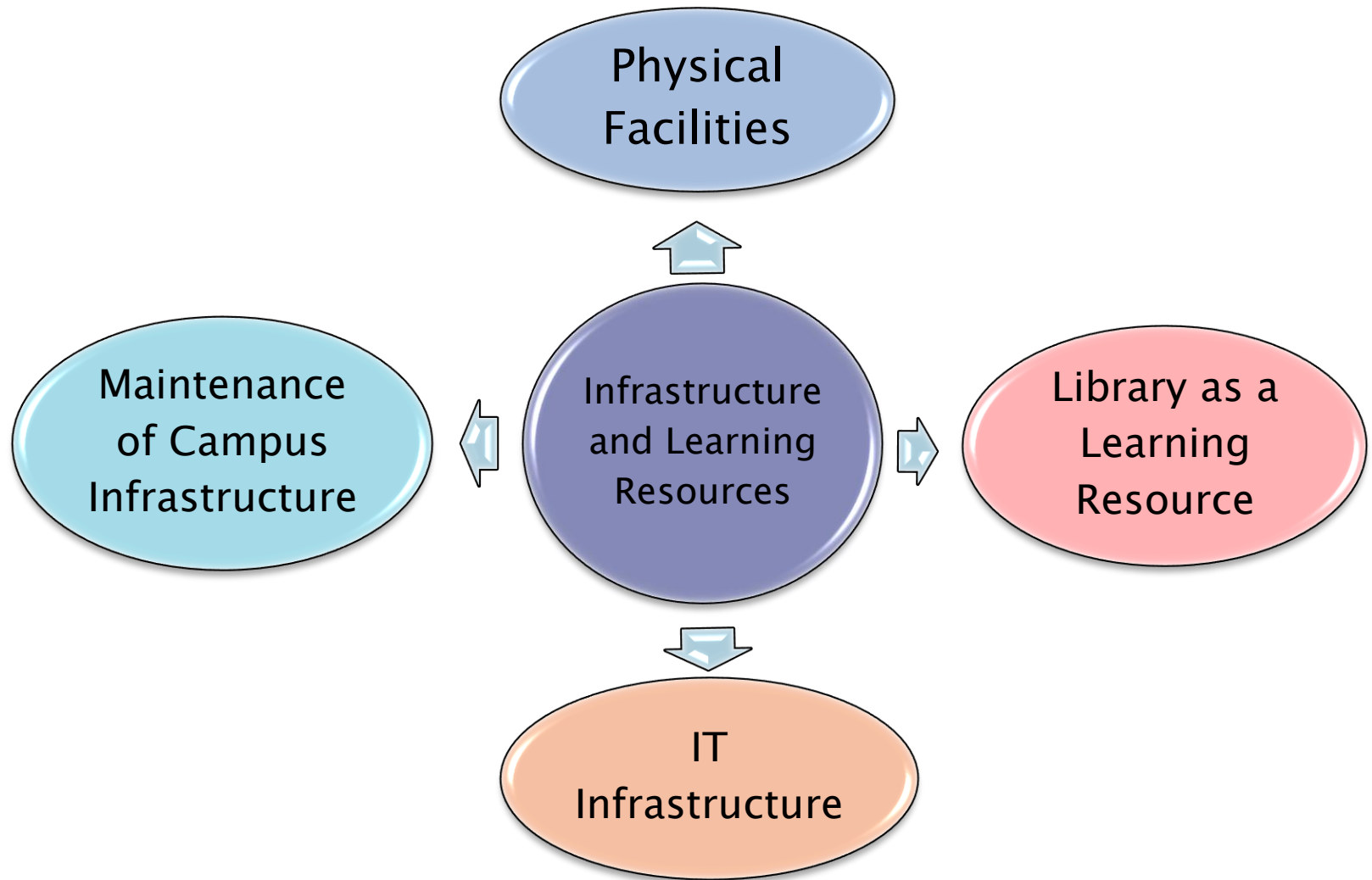
Collaboration

Extension Activities

Consultancy

III	Research, Innovations and Extension
3.1	Grants for research projects sponsored by the government and non-government sources such as industry, corporate houses, international bodies, endowments, chairs etc.
	Percentage of teachers recognized as research guides.
	Number of Research Projects per head per teacher funded by Govt. and Non-govt. agencies.
3.2	Institution has created an ecosystem for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.
	Number of Workshops/ seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices.
3.3	The institution has a stated code of ethics so check malpractices and plagiarism in research.
	The institution provides incentives to teachers who receive state, national and international recognition/awards.
	Number of Ph.D.s awarded per teacher.
	Number of research papers per teacher in Journals notified in the UGC Website.
	Number of books and chapters in edited volumes/books published and papers.

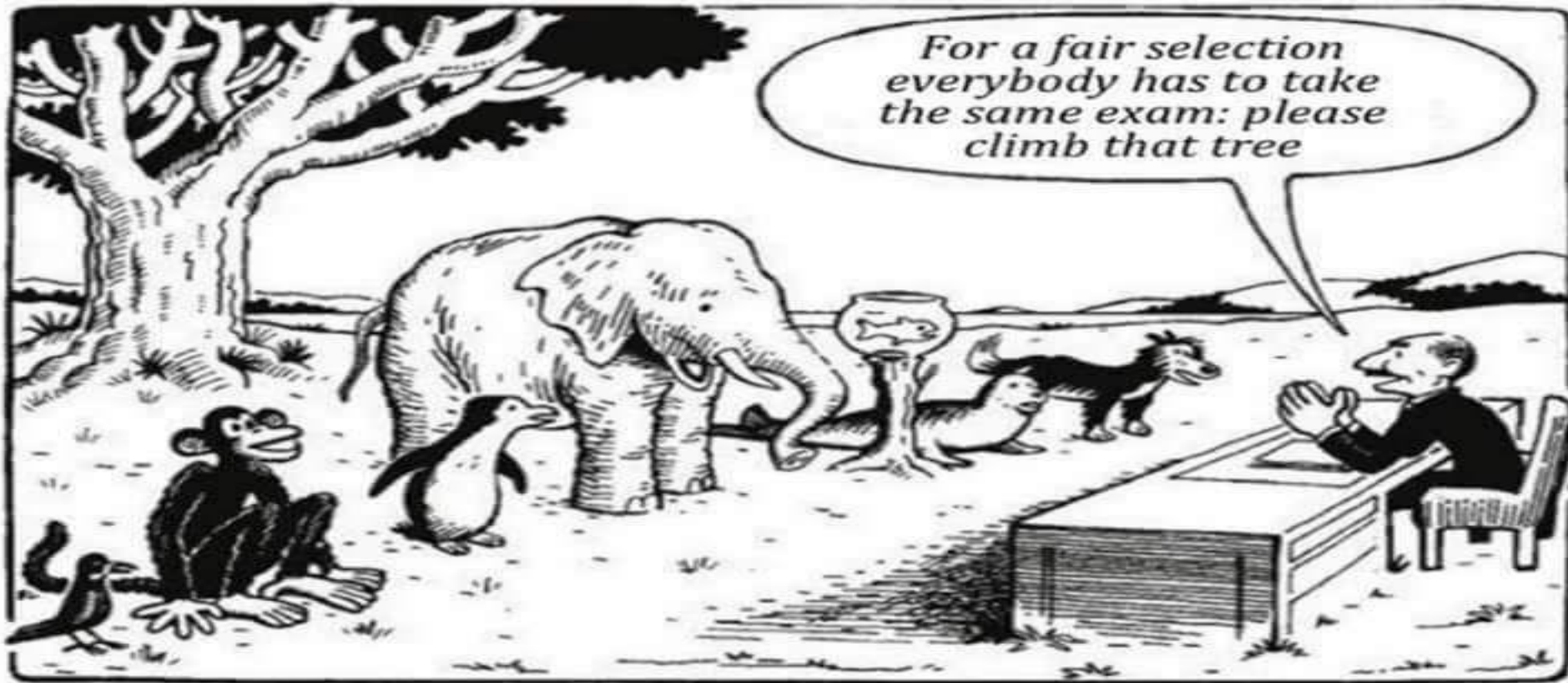|	
3.6	Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development.
	Number of awards and recognition received for extension activities.
	Number of extension and outreach programs conducted in collaboration with industry, non-government organizations through NSS/NCC/Red Cross etc.
	Average percentage of students participating in extension activities with Government Organization, Non-Government Organizations and Programmes such as Swachh Bharat, AIDs awareness, Gender issue.
3.7	Number of linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc.
	Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc.

Components of NAAC in HEIs

Physical Facilities

Maintenance of Campus Infrastructure

Infrastructure and Learning Resources

Library as a Learning Resource

IT Infrastructure

| IV	Infrastructure and Learning Resources
4.1	1- Institution has adequate facilities for teaching- learning. viz., classrooms, etc.
	2- Institution has adequate facilities for sports, games (indoor, outdoor).
	3- % of classrooms & seminar halls with ICT- enabled facilities - smart class, LMS.
	4- % of budget allocations, excluding salary for infrastructure augmentation.
4.2	1- Library is automated using Integrated Library Management System (ILMS).
	2- Collection of rare books, manuscripts, special reports, etc. resources.
	3- Does the institution have the following: 1.e-journals 2.e-ShodhSindhu 3.Shodhganga membership 4.e-books 5.Databases
	4- Average annual expenditure for purchase of books and journals.
	5- Availability of remote access to e-resources of the library.
	6- Percentage per day usage of library by teachers and students.
4.3	1- Institution frequently updates its IT facilities including Wi-Fi.
	2- Student – Computer ratio.
	3- Available bandwidth of internet connection in the Institution .
	4- Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS).
4.4	1- Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component.
	2- There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, computers, etc.

This needs to be changed

Components of NAAC in HEIs
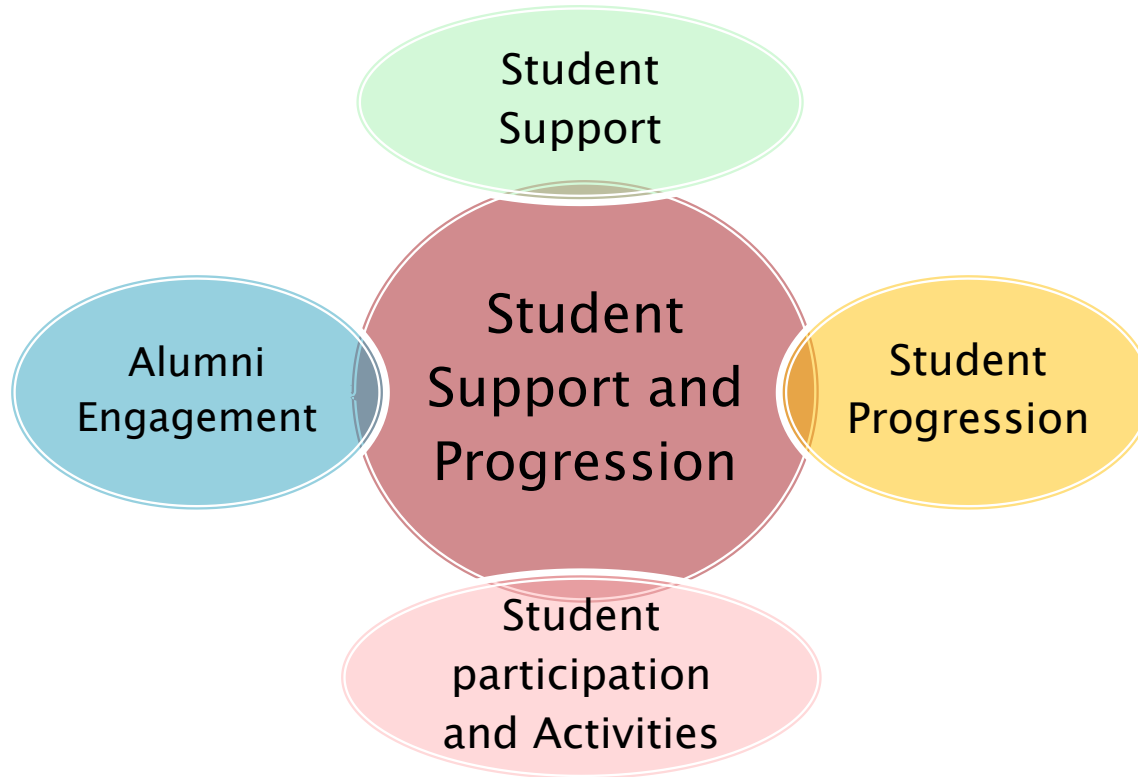
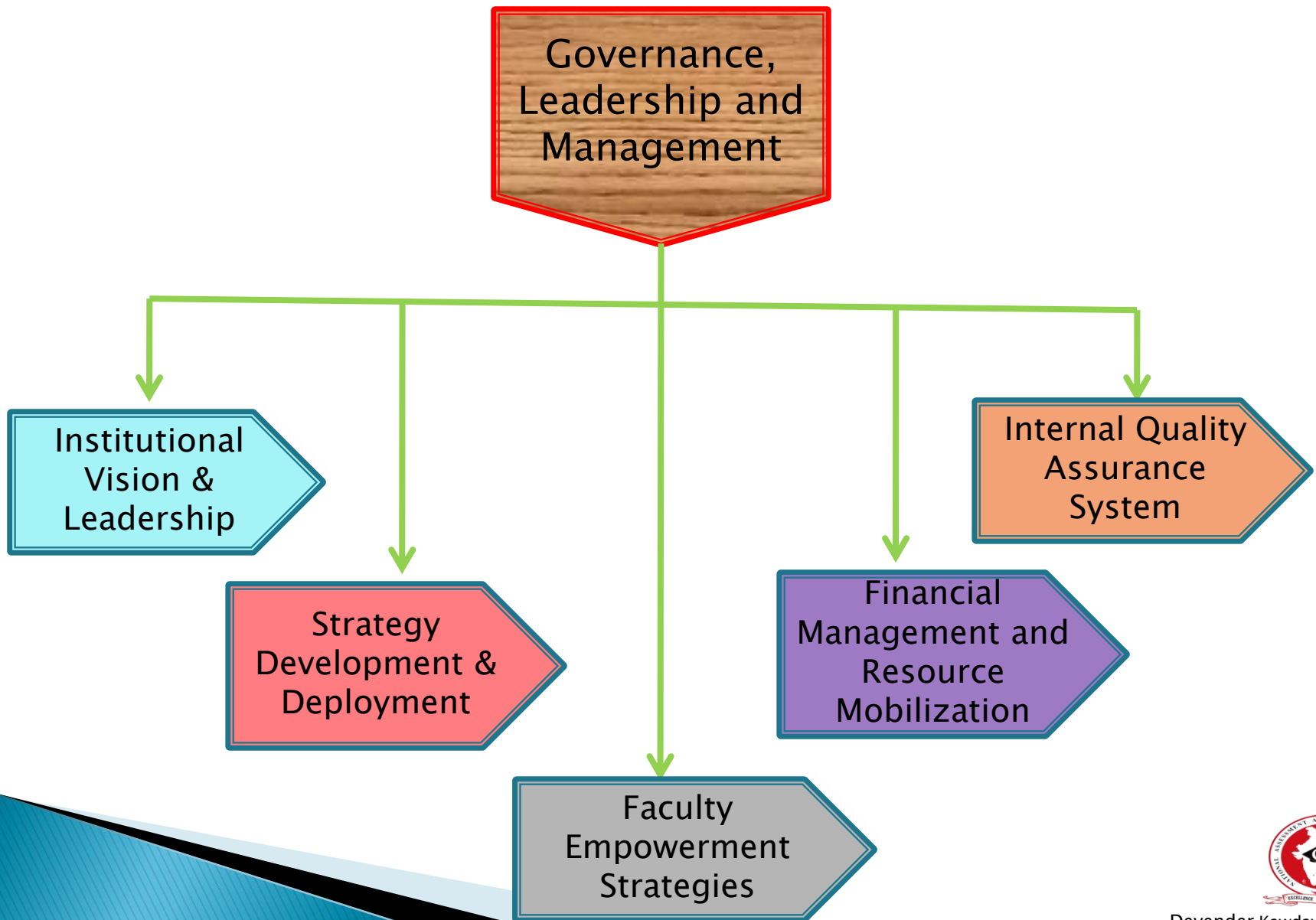| V	Student Support and Progression
5.1	1- Percentage of students benefited by scholarships and freeships provided by the Government.
	2- Average percentage of students benefitted by scholarships, freeships etc. provided by the institution besides government schemes.
	3- Number of capability enhancement and development schemes. 1.Guidance for competitive examinations 2.Career counseling 3.Soft skill development 4.Remedial coaching 5.Language lab 6.Bridge courses 7.Yoga and meditation 8.Personal Counselling
	4- Average percentage of student benefitted by guidance for competitive examinations and career counselling offered by the Institution.
	5- Average percentage of students benefitted by Vocational Education and training (VET).
	6- The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. (Yes/No)

5.2	1- Percentage of placement of outgoing students.
	2- Percentage of student progression to higher education.
	3- Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT/GRE.
5.3	1- Number of awards/medals for outstanding performance in sports/cultural activities at national / international level.
	2- Presence of an active Student council & representation of students on academic & administrative bodies/ committees of the Institution.
	3- Number of sports and cultural activities/competitions organised at the institution level.
5.4	1- Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means.
	2- Alumni contribution during the last five years.
	3- Number of Alumni Association / Chapters meetings held during.

???? What do you want to see????

Components of NAAC in HEIs

Governance, Leadership and Management

Institutional Vision & Leadership

Strategy Development & Deployment

Faculty Empowerment Strategies

Financial Management and Resource Mobilization

Internal Quality Assurance System

VI	Governance, Leadership and Management
6.1	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution.
	The institution practices decentralization and participative management.
6.2	Perspective/Strategic plan and Deployment documents are available in the institution.
	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism.
	Implementation of e-governance in areas of operation. 1.Planning and Development 2.Administration 3.Finance and Accounts 4.Student Admission and Support 5.Examination
	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions.

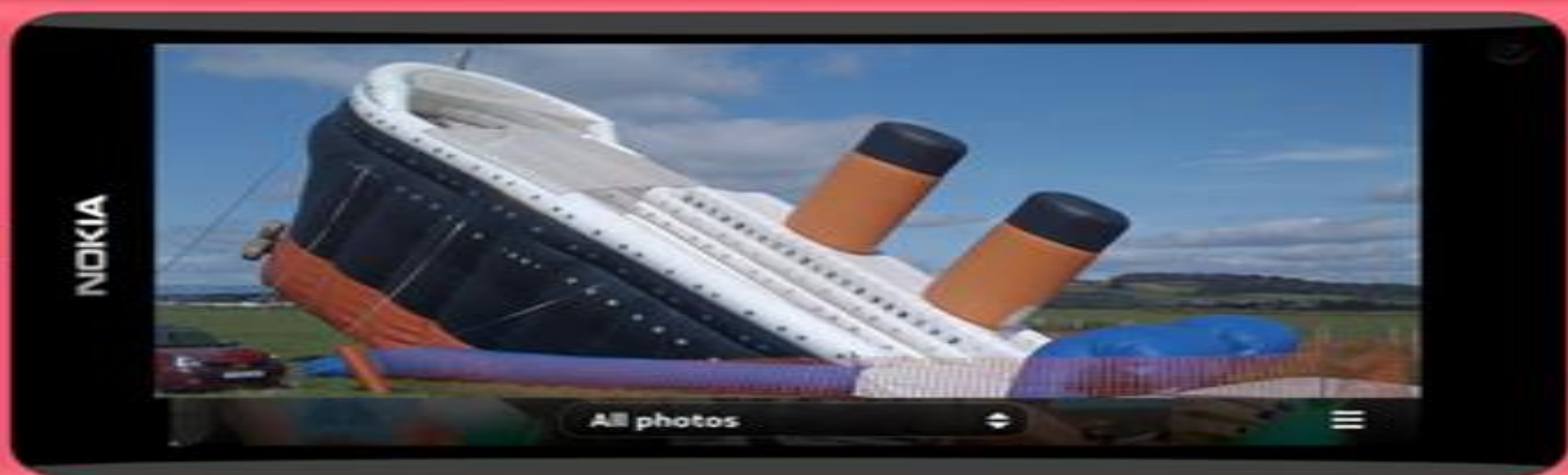|	
	The institution has effective welfare measures for teaching and non-teaching staff.
	Percentage of teachers provided with financial support to attend conferences/workshops and membership fee of professional bodies.
	Number of professional development /administrative training programs organized by the institution for teaching and non teaching staff.
6.3	Percentage of teachers attending professional development Programmes viz., Orientation Programme, Refresher Course, etc.
	Institution has Performance Appraisal System for teaching and non-teaching staff.
	Institution conducts internal and external financial audits regularly.
6.4	Funds / Grants received from non-government bodies, philanthrophers.
	Institutional strategies for mobilisation of funds and the optimal utilisation of resources.
	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes.
6.5	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC.
	Quality assurance initiatives of the institution include: 1. Regular meeting of (IQAC); timely submission of (AQAR) 2. (AAA) 3. Participation in NIRF 4. ISO Certification 5. NBA.

When was the Ford established ?

Henry Ford, the founder, despite all his traits of genius in industrial management, very nearly wrecked the business on at least two occasions because his capacity for flexibility – the ability to change– had not kept up with his years. company began to decline, losing over $10 million a month after World war–II. After his death the business was taken over by his grandson, a mere youth in comparison with the founder of the business, but a young man with great flexibility and willingness to follow the law of growth through change. In a matter of a few years the young man transformed the Ford industrial empire into an institution far in advance of anything his grandfather had accomplished during his entire
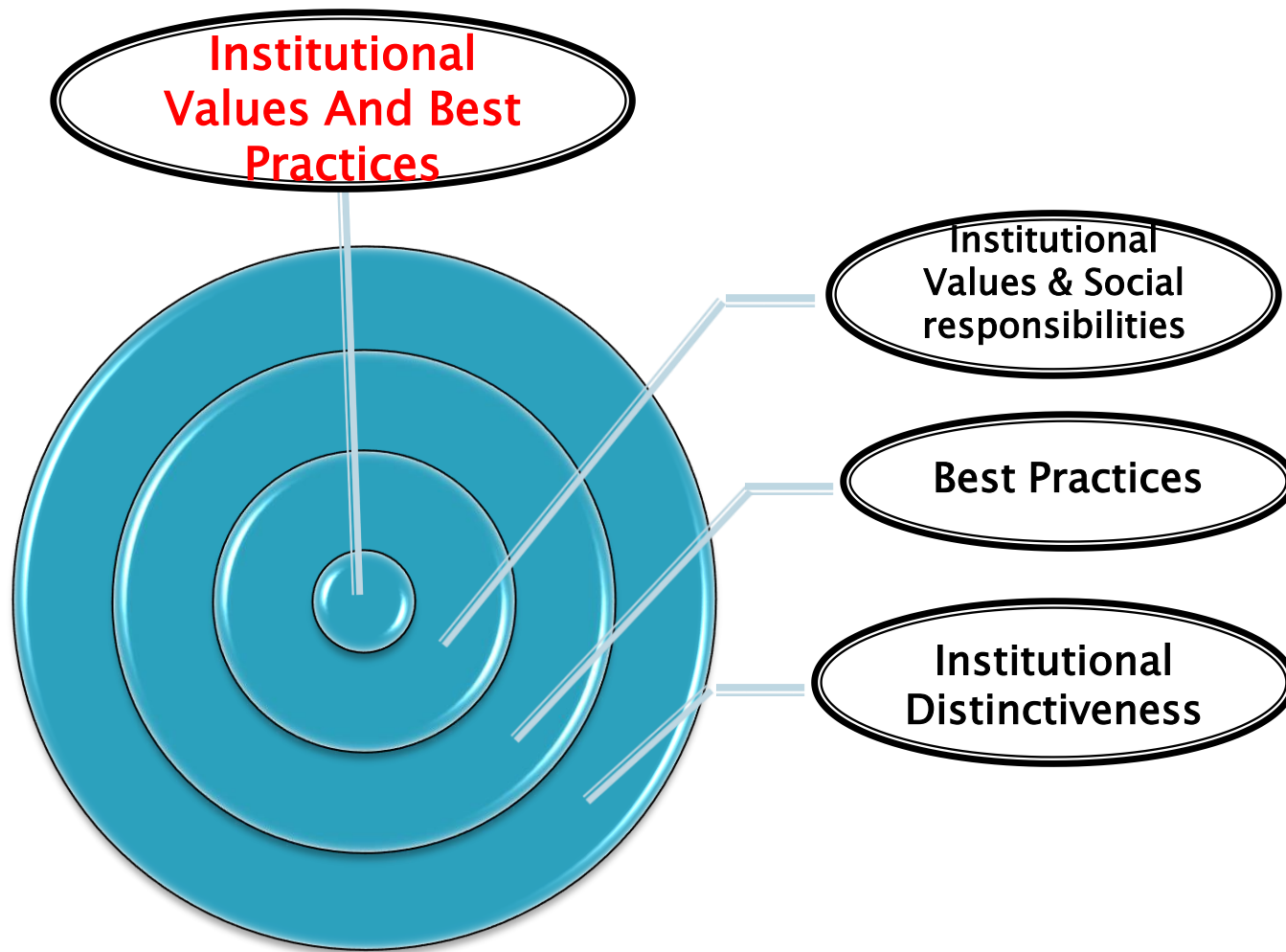
Components of NAAC in HEIs

Institutional Values And Best Practices

Institutional Values & Social responsibilities

Best Practices

Institutional Distinctiveness

VII	Institutional Values and Best Practices
7.1	Number of gender equity promotion Programmes organized by the institution.
	Institution shows gender sensitivity in providing facilities such as: 1. Safety and Security 2.Counselling 3.Common Room
	Percentage of annual power requirement of the Institution met by the renewable energy sources.
	Percentage of annual lighting power requirements met through LED bulbs.
	Waste Management steps including: 1. Solid waste management 2.Liquid waste management 3.E-waste management.
	Rain water harvesting structures and utilization in the campus.
	Green Practices Students, staff using 1.Bicycles 2.Public Transport 3.Pedestrian friendly roads.
	percentage expenditure on green initiatives and waste management excluding salary component.

Resources available in the institution:
1.Physical facilities 2.Provision for lift 3.Ramp / Rails 4.Braille Software/facilities 5.Rest Rooms 6.Scribes for examination.

Number of Specific initiatives to address locational advantages and disadvantages.

Number of initiatives taken to engage with and contribute to local community.

Code of conduct handbook exists for students, teachers, governing body.

Display of core values in the institution and on its website.

Institution offers a course on Human Values and professional ethics.

Institution organizes national festivals and birth / death anniversaries of the great Indian personalities.

Institution maintains complete transparency in its financial, academic, administrative.

Auroville shows the way in eco-friendly lifestyle

▸ The international township promotes use of alternatives to plastics and innovative recycling or upcycling of non-biodegradable material

Eco Service, a waste management company, has been at the forefront of a campaign against solid waste, specifically plastic and non-recyclable plastic materials, since its launch in 1984.

About 60% of the waste is recycled and the remaining is landfilled

Few may be aware that waste can be sorted into several categories. Here, it is segregated into 83 types. The Eco Service team first isolates plastic that can be recycled. At the sorting shed, the non-recyclable plastic is shredded into tiny particles. The waste is then mixed with cement concrete and used for construction of experimental walls on the premises.

WB study: Climate change to hit living standards of 600m Indians

Could Dent GDP By 2.8%: World Bank

Amit.Bhattacharya
@timesgroup.com

New Delhi: Unchecked climate change will dent India's GDP by 2.8% and depress the living standards of nearly half the population by 2050, with people living in the severe "hotspot" districts of central India, particularly Vidarbha, staring at the prospect of an over 10% dip in economic consumption.

These are the findings of a first-of-its-kind World Bank study that quantifies the economic impacts of rising temperatures and changes in rainfall in different parts of the country due to global warming.

The study, South Asia's Hotspots, released on Thursday, projects a 2% fall in the country's GDP — in terms of per capita consumption expenditures — even if the 2015 Paris Agreement goals of containing global warming to 2 degrees C is achieved.

A 2.8% drop in GDP will cost India $1.1 trillion by 2050. The loss in the severe hotspot districts, with an average 9.8% drop in consumption, will amount to over $400 billion, the study says.

The report finds that inland regions are at far higher risk of economic losses due to rising temperatures than coastal or hilly areas, with the maximum impact likely to be felt in central and north India. Among states, Chhattisgarh and Madhya Pradesh are projected to witness over 9% dip in living standards by 2050 in the business-as-usual scenario.

The Vidarbha region, a ground-zero of farm distress in the country, is projected to be in the centre of climate-related misery as well. Seven of the 10 major "hotspot" districts mentioned in the report are in Vidarbha.

"Temperature rise is a slow-moving disaster that's not talked about much," said economist Muthukumara Mani, the lead author of the study. "A lot of focus of climate change studies is on extreme events so people tend to ignore these gradual changes happening for the last 50-60 years." The study found that nearly 600 million people in India today live at places that will become moderate or severe hotspots by 2050 under the unchecked climate-change scenario.

Full report on www.toi.in

A SLOW-MOVING DISASTER

600 million Indians, nearly half of country's population, live in places likely to become moderate or severe climate hotspots by 2050
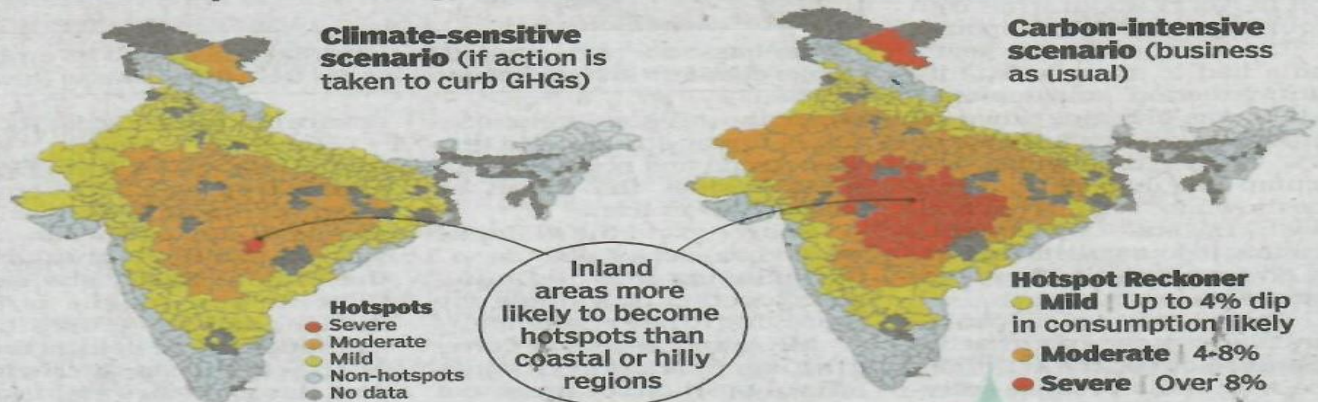
By 2050, India is likely to see 2.8% drop in GDP, a loss of $1.1 trillion, if greenhouse gases aren't controlled
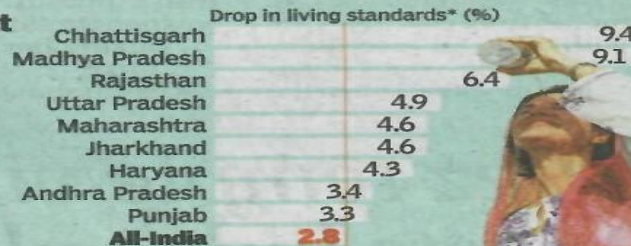
WHAT IS A CLIMATE HOTSPOT?

➤ It's a location where gradual changes in average temperature and rainfall patterns will have negative impacts on living standards in future

Climate Hotspots Will Emerge Throughout Indian Hinterland by 2050

Climate-sensitive scenario (if action is taken to curb GHGs)

Carbon-intensive scenario (business as usual)

Inland areas more likely to become hotspots than coastal or hilly regions

Hotspots
- Severe
- Moderate
- Mild
- Non-hotspots
- No data

Hotspot Reckoner
- Mild | Up to 4% dip in consumption likely
- Moderate | 4-8%
- Severe | Over 8%

Worst-Hit States

State	Drop in living standards* (%)
Chhattisgarh	9.4
Madhya Pradesh	9.1
Rajasthan	6.4
Uttar Pradesh	4.9
Maharashtra	4.6
Jharkhand	4.6
Haryana	4.3
Andhra Pradesh	3.4
Punjab	3.3
All-India	**2.8**

Vidarbha Faces Max Heat

Region may have 7 out of 10 worst-hit districts

District	Drop in living standards* (%)
Chandrapur	12.4
Bhandara	11.9
Gondiya	11.8
Wardha	11.8
Nagpur	11.7

*Projections for 2050 if world doesn't curb greenhouse gases; Source: World Bank report, South Asia's Hotspots; Graphic: Sunil Singh

TOI Green Drive Turns Over A New Leaf, Aims Higher

5.8L Saplings To Be Planted In Seven Cities

Times News Network

Indore: The TOI Green Drive that started in 2015 to give green lungs to India's choking cities has struck deep roots and branched out to cover more urban areas.

Three years later — and after planting over 3.90 lakh saplings by mobilizing 1 lakh people — here's the fourth edition of TOI Green Drive. This time, we aim to plant 5.8 lakh trees in seven cities.

The drive, which started in Delhi in 2015 with 40,000 people planting over 1 lakh saplings, moved on to cities

like Chandigarh and Indore over the next two years. The mission inspired people from all walks of life —from students and the elderly to visually challenged and specially abled. NGOs and spiritual organisations participated whole-heartedly in TOI Green Drive, organized in collaboration with Hero MotoCorp.

At last year's TOI Green Drive in Indore, Hero Moto-Corp CSR head Vijay Sethi said, "It was a fantastic experience for all of us who were part of this green initiative. The drive is a major contribution towards saving the green cover and it will help us turn the country's cleanest city into the greenest city."

What sets the TOI campaign apart is the survival rate of over 80%. **At Indore, the survival rate is 86%.** Over 60,000 saplings were planted by around 18,000 people, transforming a hillock.

One of the reasons for this success is TOI Green Drive's 'ecosystem approach', which focuses on planting native species suited to the region's climate and soil conditions. Another factor is proper maintenance and after-care.

"We took elaborate steps to protect the saplings after they were planted. After all, this is probably the first time that corporate and social groups have come together with the forest department for a cause that is directly related to environment in Indore," said Purshottam Dhiman, principal chief conservator of forests. "This year, we plan to plant 1.50 lakh saplings with TOI at Machal, Ranbhanwar Tekri and Asrawad Khurd," he added.

"Developed nations like the US and the UK have many green spaces. It is time we start saving this last tract of land that is also the natural habitat of wild animals and native birds," said C R Babu, professor emeritus of Delhi University and head of Centre for Environmental Management of Degraded Ecosystems.

Increasing the green cover in urban areas has other benefits as well. It checks flooding, waterlogging and soil erosion. Most important, it creates a community out of city residents.

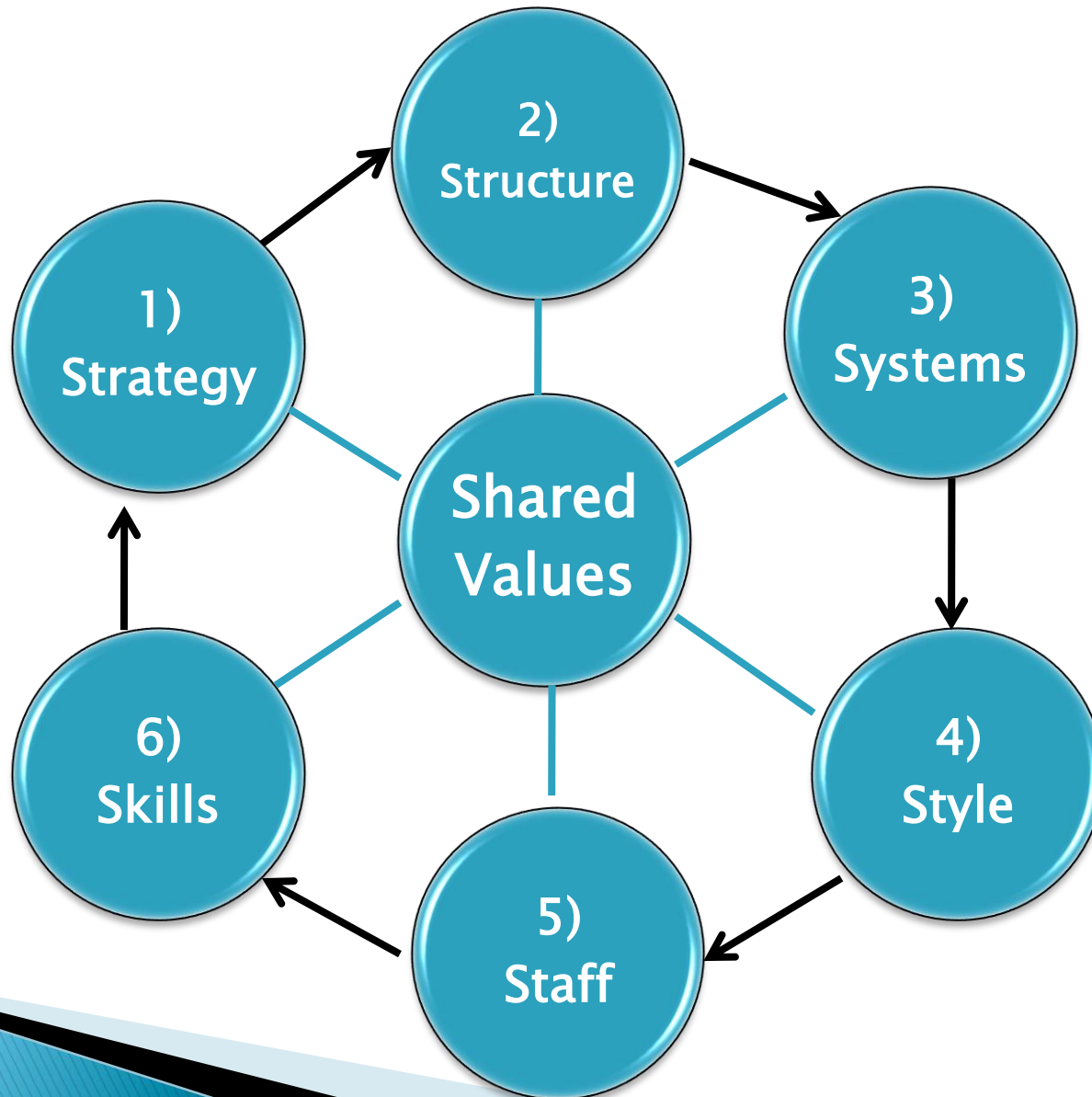**STRIKING DEEP ROOTS:** A drone camera view of last year's plantation in Indore

GREEN STREAK

2015 | A first in BCCL history. As many as 40K people plan 1 lakh saplings during a six-hour drive hosted by TOI. Delhi's land authority

2016 | 70K saplings planted with DDA & Hero MotoCorp as sponsor of TOI GREEN DRIVE with even more people joining in

2017 | TOI GREEN DRIVE extended from Delhi to Chandigarh and Indore

This Year's Target

City	Target
Indore	1.5 lakh
Delhi	1 lakh
Ahmedabad	1 lakh
Chennai	1 lakh
Pune	50,000
Dehradun	50,000
Nagpur	30,000

Total 5.8 lakh

Top Honours

➤ The campaign won 3 International awards in 2015

➤ ACEF Award 2016 for Best Corporate-Community Partnership in Social Impact

➤ Leaders Award at ECHO affiliated DMA India CREATEFFECT Award 2016

➤ INMA Award for Best Use of an Event to Build a News Brand category

What Sets It Apart

➤ Only native species planted

➤ Over 80% survival rate

➤ The ones that die replaced next year

To achieve the fruits of NAAC

Every staff member (whether it is teaching or non teaching) should involve in Quality upgradation.

COMMITMENT
MATTERS

Devender Kawday, NAAC

McKinsey 7 Framework

4 Pieces of Advice

Devender Kawday, NAAC

New

Immigrant

Devender Kawday, NAAC

Think like an Artisan

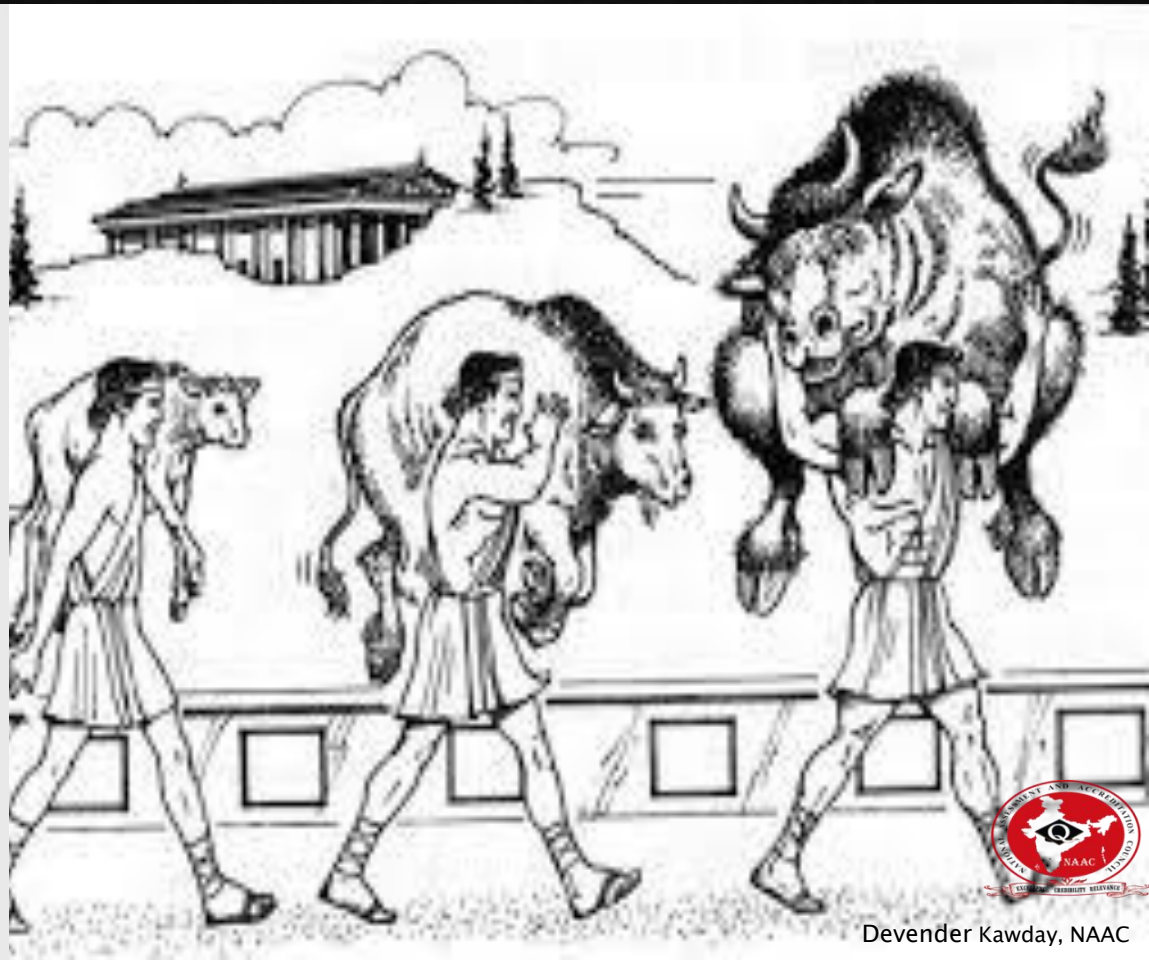*Do your job as if you wanted to carve your initials into it at the end of the day.*

Beta in Silicon Valley

PQ + CQ > IQ
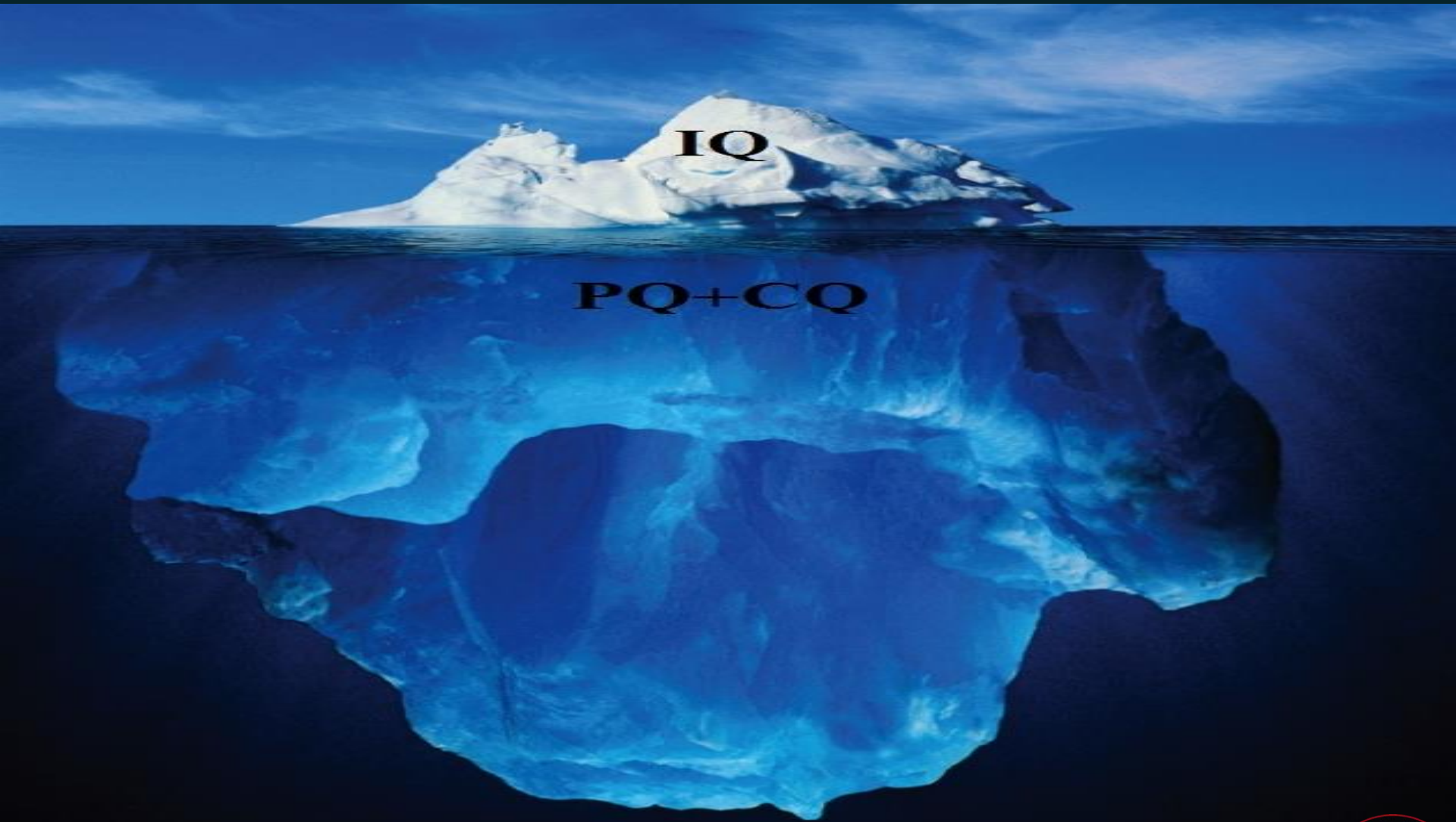
IQ

PQ+CQ

Tuning up to Stakeholder Expectations