

**SARDAR PATEL UNIVERSITY  
VALLABH VIDYANAGAR**

**One Day Workshop**

**On**

**'Preparation of NAAC Assessment and Accreditation for  
Non-Accredited Colleges / Institutes'**

**20<sup>th</sup>February 2019**

**Detailed Report**

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## RAPPORTEUR'S REPORT

- Theme of the One-day Workshop: 'Preparation of NAAC Assessment and Accreditation for Non-accredited Colleges / Institutes'
- Organizer: Internal Quality Assurance Cell (IQAC), Sardar Patel University, Vallabh Vidyanagar
- Date and Time: 20.2.19, Wednesday, 10:00 am to 5:30 pm
- Venue: M.P. Patel Auditorium, Nr. Physics Department, Sardar Patel University
- Participants: more than 125 participants including Principals of various colleges, and respective IQAC Co-coordinators, Heads of the Departments of Sardar Patel University and respective IQAC Co-coordinators.
- Objective: The primary objective of the workshop was to motivate and facilitate the non-accredited institutions affiliated with the university to familiarize and understand the new process of accreditation implemented by NAAC.
- Invited speakers:
  1. Dr. A.V. Prasad, Assistant Advisor, NAAC, Bangalore
  2. Prof. Dhaval Pujara, Institute of Technology, Nirma University
  3. Dr. Bhavesh Patel, Principal, V.P. & R.P.T.P. Science college, Vallabh Vidyanagar
- The Report:

Since the detailed schedule of the program is attached as an enclosure, the details of various activities are not repeated. Accordingly, the discussions here are restricted only to the details of the speech of speakers in reference.

### Speeches during Inaugural session



- **Dr. A.V. Prasad, Assistant advisor, NAAC, Bangalore** mentioned that before 2017, the NAAC process laid more emphasis on peer review and the process was more subjective. The new methodology was first tested using pilot study in various states. After finding it successful, NAAC implemented since 2017, the assessment process that was more outcome based. The new methodology is a combination of both quantitative and qualitative criteria. It is an attempt to assure more transparency and objectivity in the process. NAAC accreditation uses assessment by external agencies, and to assure proper justice to the applying institutes internal NAAC accreditors also assure that institutes do

not loose on scoring higher wrongly. He also mentioned that in India there are about 12,000 accredited institutes. His detailed deliberation was to follow in the technical session two and so he restricted his discussion in the inaugural address by acknowledging the hospitality of the host.



- In the inaugural ceremony the presidential keynote address was delivered by the **Honorable Vice Chancellor, Sardar Patel University, Prof. Shirish Kulkarni**. He began the talk by suggesting that the way we assess our students, we should also be assessed. While one may do self-assessment, it may not be done honestly and in unbiased manner. Accordingly, it is important to be assessed by others to know the strengths and scope of improvement. When colleges are assessed by an external agency, it assures that the college is good and such appreciations gives pride. So NAAC accreditation is important, NAAC guides even foreign assessing agencies. It has financial repercussion in the form of grants for both universities and colleges. Colleges get grants if they get A or B grade. It improves the prospects of increase in the number of admissions of students, and accordingly can result in better prospects of getting higher salaries. Commitment of teachers is most important not only for NAAC but also for grooming and growth of the coming generation. If faculties were good content master and delivery oriented, then it is easy to get good grades in NAAC. Once good grade is achieved, the feeling of good grade is motivational and contagious, and then the entire team will remain self-motivated. It also improves the prospects of increasing our global brand equity in the form of better rankings in global rankings of higher education institutions. However, all of this is possible only if the institutes attempt to be accredited by the NAAC. That requires efforts on the part of colleges to opt for accreditation and such efforts are only required once in five years. He mentioned that out of his experience as a Vice-Chancellor of the high-ranking state university and also as a peer-team member, it is worth the effort.

Speeches in Technical sessions by the experts



- **Prof. Dhaval Pujara**, Institute of Technology, Nirma University, spoke on the topic 'NAAC Accreditation: Opportunities and Challenges'. He discussed briefly NAAC vision, mission, core-values, quality, assessment, accreditation, reasons for failure of quality in higher education, and road ahead among other topics. He suggested to refer to NAAC posters on their website and presentation on UGC quality mandate by Prof. D.P. Singh as a part of list of references that he used. Besides, he recommended that some

person in the institute should be assigned a daily task to visit NAAC and UGC websites. Quality in higher education means to exceed the standards, make quality a culture of the institute, fitness to the purpose (whereby the services offered, meets the purpose of customer specifications and satisfaction, here the students), value for money for the participants in higher education, etc. Institutes need to plan, take pains, need financial resources to offer quality education & research and then need to have patience. He mentioned that causes of failure in education include :

- Poor curriculum design (prospects of scope of improvement should be identified)
- Shortage of skilled faculties (existing faculties should be trained, and should be send for refresher courses)
- Insufficient financial support
- Lack of research interest
- Inadequate infrastructure facilities
- Poor National and International Collaborations
- Lack of motivation to compete internationally
- Complex administrative process,
- Failure in planning.

He reiterated that in the new assessment pattern online evaluation has a weightage of 65%, and peer review team visit 35%. He mentioned that the new method of accreditation is ICT enabled and involves third party validation of data. Later he described in detail the seven criteria and elaborated the scope of getting a good score in each. He motivated the teachers to assure the delivery of qualitative education, through various examples, videos, anecdotes, and his personal experiences of teaching in class and in the Nirma University. He emphasized on peer learning, teaching from each other whatever good we were doing. He also described the well-developed inter and intra departmental reporting and sharing of good practices within his institute. Initial peer review by seniors in neighboring institutes serves as a first external feedback and improvement in the same can improve dramatically the score in NAAC. Students are creative and full of enthusiasm. They should be involved in various processes. Alumni participation and engagement can be very resourceful. He concluded his session by appreciating the efforts of host and participation of the delegates.



• **Dr. A.V. Prasad**, Assistant Advisor, NAAC, Bangalore, deliberated on the topic ‘**Assessment and Accreditation Process in Revised Accreditation Framework of NAAC**’. He gave a comparison of earlier and revised process. He mentioned the changes introduced like changes in the assessment from questions to metrics, online students satisfaction survey, role of external agencies in data verification and validation, logistics management for the peer team members through external agency, system enabled selection of peer teams for onsite visit, among others. He explained the eligibility criteria for institutes (including the importance of attaching the affiliation letter), online A&A process flow, process of registration, submission of IIQA, SSR, (and how it has assisted in the automation process), and preparation for pre-qualification. Six years of existence or two graduated batches of students, whichever happens earlier is validated as the basic eligibility for applying for NAAC. Fees structure for NAAC accreditation, definition of institutes, process for accreditation, etc. was described. He mentioned that besides basic eligibility, some additional institutional information is required to register online by applying through registration form and then a login is acquired. Provision is made for a backup in case password is forgotten and linked to Registration. Affiliation compliance, documents upload, etc. was described comprehensively. After IIQA submission, verification and intimation to the institutes is done within a maximum of 15 days. Clarifications required are also highlighted through the registered e-mail id and so the registered mail id should be daily checked. Then the self-study report is to be submitted online. Along with submission, only 50 percent of the fees are to be submitted. Since many documents are uploaded, a maximum of 5 MB documents are permitted to be uploaded. JPEG documents are not allowed. Alternately if the size is big, it can be uploaded on the institute website and its link can be provided. Executive summary is to be provided. Profile of the institution and then extended profile of the institution is to be provided. Quality Indicator Framework with seven criteria, key indicators and metrics are to be filled. Weightages for universities, autonomous colleges and affiliated / constituent colleges are fixed differently considering the differences in nature, role and functions. Criteria 4, 5, 6, and 7 are same for all types of institutes, but for the previous criteria, it differs.

Innovative eco-system is associated with academic innovations provided to students and teachers. Gender equity, differently abled institutions, and sustainable environmental consciousness are newly introduced criteria. There are five kinds of quantitative metrics

including year-wise data, block data collectively for five years (further includes metric and sub-metric data), 'Yes/No' data, data based on options (like, A, B, C, D, E), data for current academic year (like in SSR, include data for last completed academic year). Financial data is to be provided in 'March-April' format, whereas the research output data is to be provided from 'January-December'. For filling the quantitative data, benchmark values are based on experience of pilot study of more than 100 diversified institutes. Data template for SSR should be downloaded. All the data should be collected and kept ready in the mentioned format before proceeding for applications since more time is not allowed later to be achieved within deadlines. Data templates available in excel sheets should not be tampered with. Cells, columns or rows should be neither added nor deleted. Provision for certain 'opting-out' metrics is also made in order to facilitate certain institutes that find it difficult to feed relevant data in order to get higher score. However, what metrics can be 'opted-out' are restricted and not all criteria can be opted out. Maximum 50 points worth criteria can be opted out across all criteria and individually in each criterion not more than 20 points can be opted out. In terms of feeding the data related to students' feedback, data of at least 50 percent of students should be fed out of which computer randomly selects students to receive response. At least 100 students or at least 10 percent student's response should be received. If data is not received, all students are invited for the survey. However, if the minimum feedback is not received from the students the score can be zero. Criteria for student's survey are based on teaching. He elaborated that if the processes of submissions are done carefully and sincerely, it would be very easy to carry out data validation and verification when sent to DVV, besides saving time. He suggested that along with pre-qualification, in parallel SSR should be kept ready, ideally first in a word format from where it can be easy to be incorporated in final SSR. For clarification of the data after filling the response through 'fill response' button, the 'submit response' should be clicked. When corrections are done for DAV clarification process, 'save' button should be clicked without fail. In case of any confusion, response cannot be received through a phone call or mail query. Instead, 'Support/helpdesk' submenu should be clicked and doubts should be listed accordingly and should be uploaded. It appears similar to a mail with provisions for attachment. Computer generates automatically a quantitative metrics score. A minimum score of 30 percent, excluding student's survey is required to proceed further. In case of lesser score based on pre-qualification, the fees paid would be forfeited and the institute will not be allowed to apply again before six months. Dashboard and registered e-mail id should be checked for further instructions regarding the details related to peer team review. Peer Team Review are not required to be shown for the quantitative score and can at best be shown only on the institute's portal. Qualitative criteria too, is to be responded just in numbers, to be totaled later. In case of dissatisfaction, an online appeal mechanism process is also available. Provision for reassessment to improve grade is also available. His presentation was not only comprehensive but also involved detailed description of 'do's and don'ts' while undergoing the process of accreditation. Finally, he concluded with an acknowledgement to the host and participants.

- **Dr. Bhavesh Patel**, Principal, V.P. & R.P.T.P. Science College, Vallabh Vidyanagar, spoke on the topic, '**Innovations, Best practices and Impact**'. He began by appreciating the efforts of the University IQAC in facilitating the college to score well in AAA and as the institute prepares for NAAC accreditation. In his opinion, a very big challenge in revised accreditation is to provide supporting documents for everything claimed in quantitative metrics, particularly when an institute is opting for undergoing NAAC accreditation for the first time. Established in 1947, the college has won thrice the best science college award and offers only undergraduate courses. He mentioned the special characteristics of the institute that made it unique like committed high quality teachers, students of varied diversity from within and outside state, state-of-the-art infrastructure including RFID and SOUL software enabled library, etc. Best practices implemented in the college included, student empowerment strategies as learnt from various institutes and implementing the same. It included :
  - student orientation
  - counseling, equality in opportunity for all
  - bridge course classes for all before the beginning of the courses, including separate classes for slow and advance learners (slow and advanced learners are identified on the basis of a basic test and not on the basis of score in board exams),
  - add-on certificate courses (university certified 13 courses added and offered by his institute to make them better ready for employment, course starts with a minimum of 15 students for a duration of 30 hours generally initiating cross-disciplinary courses),
  - online feedback from students,
  - students' committee and representation,
  - exit meeting of students.

His college had scored A + in AAA process as per the new system of accreditation and were hopeful to score a similar high grade in NAAC accreditation.

Expert talks were followed by an interactive session triggered by many questions from the participants duly answered by **Prof. Shirish Kulkarni, Dr. A.V.Prasad and Principal Dr. Bhavesh Patel**. The experts provided following observations and replies to the participants:

- Benefits from MoUs: MoU with industry, accredited colleges, and NGOs, may not give explicit marks, but benefits students, teachers and organization as a whole and so indirectly assist in scoring a higher score.
- Innovative practice to save environment: students coming by public transport, cycle, transport by institute, announcing 'no petrol day', trees grown, disposed leaves compost, vermi-compost, rain-water harvesting.
- Various indicators have weightage for feedback from alumni and parents as important stakeholders like, Key indicator 5.4 and Criteria 1.4.1, 1.4.2

- Guiding students for feedback: NAAC website has Hindi and English versions of the questions to be asked to students, and students can be encouraged and explained in case of doubt with regards to providing feedback.
- Medical lab technology is considered by NAAC under faculty of General Science or Health sciences (Health science is to be updated in 2 weeks time and to be operationalized in month of March).
- 2f and 12 B are not eligibility criteria for NAAC accreditation but if the college has that affiliation it should be mentioned and valid certificates will have to be produced
- Suggestive list of best practices are available on NAAC website.
- PhD in different subjects are treated as different programs like PhD in English, PhD in Economics and PhD in Gujarati shall be treated as 3 programs. Tool tip available on NAAC website in this regards.
- ‘Only teacher Education’ programs cannot be accredited by NAAC yet. Hence, an institute offering only teacher education program cannot be accredited by NAAC yet. NAAC is also different than NBA. NBA offers only program accreditation whereas NAAC offers institutional accreditation and not program accreditation.
- Lack of qualified faculties does not make a college ineligible. It is not a basic eligibility, but the institute will score less in assessment due to lesser-qualified faculties.
- Grades are not affected by nature of the college: grant-in-aid, self-finance or government college. Any type of institute can apply. Nature of the institute does not affect the grading.
- Student satisfaction survey does not include alumni, total number of ongoing students in any semester / year number will be considered, of them 50 percentage will be invited for SSR and only 10 percentage response needed.
- Kind of data required to be collected depends on the requirements in metrics. It carries more than 66 percentage for colleges and so data should be carefully maintained, since it is validated by third party, neither by NAAC, nor by peer team.
- Students add on courses have weightage in NAAC. University recognizes it but cannot be included in the formal mark-sheet. Add on courses are charged fees. Ideally it should be on the basis on ‘No profit, no loss’ criteria.

The feedback of the participants was positive. They thanked the IQAC, Sardar Patel University for organizing the workshop. They appreciated that the workshop would benefit them when they would opt for AAA or accreditation.

The workshop concluded with the National Anthem.

**Encl:** Detailed schedule of the workshop